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THE CHILD DEVELOPMENT READERS

FOURTH GRADE MANUAL

To Accompany

EXPLORING NEW FIELDS

NGLISH DEPARTMENT
E. N. S.
PRIVATE PROPERTY

HOUGHTON MIFFLIN COMPANY

BOSTON · NEW YORK · CHICAGO · DALLAS
ATLANTA · SAN FRANCISCO

The Riverside Press Cambridge

THE CHILD DEVELOPMENT READERS

EDITED BY JULIA LETHELD HAHN

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The Riverside Press
CAMBRIDGE • MASSACHUSETTS
PRINTED IN THE U.S.A.

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INTRODUCTION

THIS volume is the teacher's manual which accompanies *Exploring New Fields*, the fourth grade book of the *Child Development Readers*. It was made to be used. The authors hope and believe that the teacher will find within its pages many concrete suggestions which will enable her and her pupils to achieve the purposes for which *Exploring New Fields* was created.

In order that the detailed suggestions contained in the manual may be clear to the teacher, it seems proper to present four brief statements in this introduction. The first explains certain basic purposes of reading instruction during the intermediate grades. The second statement describes a few of the most important features of the intermediate grade books in the *Child Development Readers*. The third describes the Intermediate Grade Reading Tests which are provided especially for use with this series of readers. The fourth indicates the organization of the material contained in this manual.

I. BASIC PURPOSES OF READING INSTRUCTION IN THE INTERMEDIATE GRADES

Any intermediate grade basal reader should carry out at least four large fundamental purposes. The *first* is concerned with helping the child to understand adequately what he attempts to read, and with the business of teaching him to demand meaning in the reading that he does. The *second* involves teaching him to utilize what are commonly known as reading-study skills. The *third* is concerned with

stimulating the development of a permanent interest in the reading of high quality material in a wide variety of fields. The *fourth* requires the provision of opportunity for experience in sensible types of oral reading.

A. Adequate Understanding of What Is Read

This first purpose is by far the most important and the most fundamental. Plenty of available evidence shows that although intermediate grade children are able to recognize and reproduce, orally or in writing, printed symbols at which they look, that although they are able to get across the page without difficulty in the mechanics of reading, the great majority of them do not understand adequately most of what they attempt to read and they are not particularly concerned about this lack of understanding. Too often the meanings they achieve in their reading are almost unbelievably wrong, vague, or inaccurate, and too seldom do they make any effort to put meaning into reading matter which they do not understand easily. When one realizes that there is no such thing as reading without the achievement of meaning, that the quality of reading is to be measured entirely by the degree and quality of the meaning achieved, and that every child should acquire the habit of insisting upon meaning when he reads, the importance of this first purpose is obvious.

The fundamental character of this first purpose is also clear when one realizes that back of the ability to utilize reading-study skills, back of really permanent interests in reading, back of the habit of reading widely in various fields, and back of success in sensible oral reading, *lies the ability and the desire really to understand material read.* Without

the achievement of this purpose, any or all other purposes cannot be realized.

At children's lack of understanding and their disconcerting indifference toward it, one should feel, or feign, neither indignant surprise nor offended pride. No one can justly blame pupils for faults that have been thoughtlessly created and permitted to grow. Systematic and sane efforts should be made to correct the bad habits and to avoid creating them. It is important, therefore, for the teacher to become acquainted with those few factors which, more than any others, make it possible for the child to understand adequately what he attempts to read.

It is obvious that in order to read with any degree of understanding, any pupil must have command over the so-called mechanics of reading. For example, he must be able to identify and recognize the printed forms of words and phrases. But the meager understanding that most intermediate grade children achieve in reading is not due to serious deficiency in such matters; these children are not so-called remedial cases in the mechanics of reading. Their lack of understanding is due to factors that are much more fundamental than word recognition, eye movements, and related mechanics.

1. Concepts — the basic materials for constructing meanings. No one can secure adequate understanding in reading unless he possesses clearly and accurately the concepts that are commonly represented by the printed symbols on the page at which he looks. Printed symbols — words, phrases, etc. — do not give meaning to the reader. On the contrary, the reader brings meaning to the symbols. They act merely as triggers to stimulate him to recall or construct the concepts or meanings for which they stand. If the

reader possesses the concept represented by a given symbol, he has command of the first requisite for reading that symbol. If he does not possess the concept in question, it is utterly impossible for him to read (understand) the symbol even though he may be able to write it or speak it correctly. If the concept he possesses is characterized by depth, clarity, and accuracy, the comprehension he achieves when he looks at the symbol is of high degree and high quality. If the concept he possesses is false or vague, he achieves only misunderstanding or vague comprehension when he looks at the symbol.

Thus the source of meaning in reading *lies in the concepts or meanings that one possesses in his mind*, and the quantity and quality of the understanding he achieves in reading is determined by the character of these concepts. Every teacher should realize that her fundamental task in helping a pupil to read a given piece of material with adequate understanding is to aid him in constructing clear and accurate concepts that are represented by the printed symbols appearing in that piece of material.

2. Language facility — the tools for constructing meaning. A second factor that contributes greatly to the achievement of adequate meaning in reading is what may be called a reasonable degree of facility in using the English language. In the first place, the pupil must become familiar with the spoken word symbols, the oral labels that stand for the concepts he possesses. This is essential if he is to attach meaning to these symbols when he meets them in printed form. In the second place, because reading matter contains various types of complex sentences, the pupil must be able to sense the relationship between the parts of such sentences. Third, he should be able to use

language as a thinking tool to the degree that he can see the relationship between ideas, distinguish between relevant and irrelevant ideas, arrange ideas in proper sequence, and think his way through a problematic situation.

3. Interest — the motive power for constructing meaning. A third factor contributing to the degree and quality of understanding in reading is found in the relation that exists between the reader's interests and the content of the material read. When a given selection is closely related to the child's interests, or when he becomes interested in reading that selection, his comprehension of it is greatly increased. Furthermore, his concern about failure to understand and the amount of effort he puts forth to achieve meaning are also increased. On the other hand, when little if any relation exists between the pupil's interests and a given reading selection, his comprehension and his concern about failure to understand are decreased. This means that a third task for the teacher in making it possible for the child to read with adequate meaning is to help him to create a desire to read the selection to be read.

These three factors — construction of clear and accurate concepts, development of facility in using the English language, and the creation of a desire to read what is to be read — are, when taken together, nothing more than the heart of what we have come to call *reading readiness.* This means that, as defined herein, the establishment of readiness to read a given reading selection is the best available guarantee that the pupil will read that selection with adequate understanding, and that he will put forth serious effort to understand what the selection says.

B. Utilizing Reading-Study Skills

Effective learning by means of reading in science, in social studies, and in all other fields requires that the pupil be able to do more than merely understand what a printed sentence says. Here he must be able to work with books, and he must learn to manipulate the meanings that he achieves in reading in order to make sound judgments, draw valid conclusions, and engage in other activities involved in valid thinking. This will require definite instruction in the so-called reading-study abilities.

There are at least four of these important reading-study abilities. The first is *the ability to locate information.* This involves learning to use the different printed parts of a book including the index, the table of contents, maps, charts, graphs, and other aids appearing within a single volume. It involves also learning to use such common sources of information as the encyclopedia, the library card file, yearbooks, and the dictionary.

The second ability is the ability *to select material in the light of a problem.* This is essentially the ability to determine the appropriateness of a printed idea to the solution of the problem for which the reading is being done.

The third ability is *the ability to organize material read.* This involves learning to distinguish between main and subordinate points, learning to take notes, and learning to make outlines and summaries of material read.

The fourth ability is *the ability to decide what part of the material read should be retained for a given purpose, and how to secure its retention.* The teacher should realize that no program of reading instruction in the intermediate grades is complete without definite teaching of these reading-study

abilities, and that any basal reader should at least provide for introductory instruction in their use.

C. Permanent Interests in Reading

One of the major purposes of instruction in reading during the intermediate grades should be to help the child develop a permanent interest in reading many good writings in a wide variety of fields. Every intermediate grade pupil has the right to learn to want to read materials in the fields of science, biography, travel, social studies, art, music, industry, and in what is conventionally known as children's literature including poetry, modern fiction, legend, myth, drama, folk tales, and the like. Any basal reader should, therefore, in the choice of its selections, introduce the child to reading in a wide variety of fields.

Too much consideration cannot be given to carrying out this purpose. One of the real tests of the effectiveness of reading instruction in the intermediate grades is the amount and character of the voluntary reading that children do. Although in some localities there has been improvement during the past few years in increasing the amount and quality of children's voluntary reading, the present situation is nothing to be particularly proud of. Surveys show that the voluntary reading of intermediate grade children is, in general, too small in amount, too low in quality, and too limited in scope.

D. Experience in Oral Reading

From the standpoint of children's needs outside the school, instruction in oral reading is still important. Furthermore, the best teaching of literature requires that many

stories, plays, and poems be read aloud by the children if the creation of tastes for literature is to be fostered adequately. A fourth purpose of reading instruction during the intermediate grades, therefore, is to provide adequate opportunity for instruction in and the use of oral reading. Hence it seems reasonable to expect a basal reader to provide opportunity for oral reading activities.

It must be made clear, however, that sensible oral reading activities always involve an audience situation. A pupil should read aloud because he has a piece of information or an interesting selection which he wants or needs to share with his classmates. Members of his audience should listen to his reading because they need the information he reads in order to carry out some purpose, or because his selection is new or interesting to them.

II. A Few Important Features of the Text

1. Character of the content of the text. The text which this manual accompanies presents a wide variety of content including stories, poetry, folk tales, legends, biography, social studies, history, many of the sciences, engineering, travel, and other fields of human interest. The selections have been written and chosen in terms of their literary quality and interest appeal. This offering of a wide variety of interesting content should help in aiding the child to create an interest in reading good material in many different fields.

2. Organization of the text. The text is divided into six units. Each of these units seeks to develop a basal purpose or theme. The different reading selections, pictures, and activities included in a given unit were chosen with this

purpose in mind. It should be clear, therefore, that the various stories, poems, informative selections, pictures, and activities within a given unit must be considered and handled in the classroom, not only as matters that are interesting in their own right, but also as contributors to the realization of the purpose of that unit.

3. Provision for reading readiness. In order to improve the understanding with which pupils will read the text, and in order to help them learn to demand meaning in reading the various selections, literary or informational, provision has been made for the development of readiness to read each unit. In this manual, the teacher will find concrete suggestions for carrying on an *informal* discussion among the pupils *before* the reading of the unit is begun. In the text, the first part of each unit is composed of a series of photographs which are to be used with accompanying questions for the purpose of stimulating the discussion among pupils. *The whole purpose of this discussion,* stimulated by the photographs and questions, *is to help the child construct basal concepts or understandings needed in reading the unit, to make him familiar with the spoken symbols of these concepts, to develop facility for him in using the English language, and to help him create a desire to read the unit.*

Great care must be used in handling the discussion. As a builder of reading readiness, the discussion, with the use of the photographs, is a constructive activity. The purpose is to help the pupil to acquire essential concepts or understandings which he may not possess at all, and to clarify and broaden those which he may possess vaguely or narrowly. The teacher should understand clearly that it is *not* a testing or quizzing activity by which she attempts to discover

whether the pupils have concepts necessary for reading the unit, or whether they are able to recognize printed word forms included in the unit. It is *not* an activity in which the teacher asks questions and accepts perfunctory answers from the pupils.

Thus this pre-reading discussion should be free and informal. Pupils should be encouraged to talk back and forth about the experiences they have acquired through first-hand investigation, observation, reading, or listening, and which are related to what the photographs show. While the teacher must not resort to formal quizzing, she should direct the discussion as a co-operating member of the group. Her job, on the one hand, is to avoid aimless and frivolous talk with which the pupils soon become bored, and, on the other hand, to keep away from discussions that are so heavy and analytical that they kill the interest of most pupils. The satisfaction of discovering and sharing interesting information and opinions should pervade the entire discussion. The development of meanings and concepts needed for reading the unit should be the conscious purpose of the teacher, and the sure but unassigned result for the pupil.

In all informal discussions where opinions are expressed and questions are asked as freely as they should be, the teacher must expect the pupils, at times, to make incorrect answers to questions and to give inaccurate and vague statements. Complete answers to some questions may develop as the study of the unit progresses. A pupil should never be made to feel that he can enter the discussion only if he knows the complete answer to the question, or holds an opinion that is certain to meet the approval of the teacher. The teacher must hold fast to the idea that her job is not

primarily one of discovering what the pupils know, but of helping them *to know more and to know it better.*

The questions and comments that are given in the manual for the reading readiness period are, of course, only suggestive. Questions and comments which the pupils themselves originate during discussions are most valuable for the work, even though some of them wander afield at times. The length of time devoted to the pre-reading discussion should be determined by the requirements of the class. Several days might be spent with profitable results. Children should be encouraged to bring to the discussion other pictures, books, objects and related materials that bear on the subject.

4. Provision for reading-study skills. At appropriate points in the text, opportunities for the use of reading-study skills are provided in connection with the utilization of particular selections especially suited to this purpose. This manual includes a chart for each unit, indicating which selections in that unit are adapted to the application of a given study skill. Illustrative exercises are also provided.

5. Provision for oral reading activities. Oral reading situations are described in this manual, and they are also embodied in the text. Experiences in oral reading are suggested to pupils by the reading activities of the book-children in the text. The text provides suitable prose and poetry selections for oral reading purposes. Important types of oral reading situations inherent in the text are (1) poetry hours, (2) dramatizations, assemblies, etc., (3) reading directions and recipes when all pupils need to hear them, (4) reading plans made by the class, (5) library hours, and (6) reading individual reports.

6. Provision for encouraging further reading. In addi-

tion to stimulating an interest in reading in various fields by means of its varied content, the text encourages further reading by presenting an annotated bibliography of related reading selections at the close of each unit. Furthermore, the first unit in the text is a library unit which introduces the use of the library and varied source materials, and whets the child's appetite for reading interesting materials of a literary type.

7. Provision for activities that may grow out of reading. The ultimate test of whether the child has acquired a definite interest in reading is his voluntary use of reading to further a special interest aroused by the material read. At appropriate points in the text, usually at the close of each prose selection, suggestions are offered relative to activities which may be carried on by the pupils. Furthermore, the activities the book-children engage in will serve as stimulation. While many of these "things to do" represent a departure from the traditional type of activity suggested in many basal readers, their most important characteristic is that they constitute a sharpener, a utilization, to carry on similar activities, and a test of understandings which should be acquired through the reading of the selection.

III. Intermediate Grade Reading Tests [1]

FORMS A, B, AND C

The copies of the Intermediate Grade Reading Tests which appear in the following pages, have been prepared

[1] These tests, equipped with a Clapp-Young Self-Marking Device, may be purchased at a very reasonable price from the publisher, Houghton Mifflin Company. The use of the Clapp-Young Self-Marking Device makes scoring very simple and accurate and makes it possible to secure the score on each part of the test as well as the total score in a remarkably short time.

by Dr. M. J. Nelson, Dean of the Faculty, Iowa State Teachers College. Similar tests, part of the series, will be found also in the manuals for *Tales and Travel* and *Highways and Byways*.

Nature and Purpose of the Tests

The tests included in this manual are designed to serve as a measure of reading ability of pupils in grade four. There are three forms of each test. Although the tests may be used at any time that the teacher or administrator sees fit, it is suggested that Form A be used near the beginning of the year, Form B about mid-year, and Form C near the close of the year. With such a testing program, it is possible for the teacher to note whether the progress of the class as a whole and of individual pupils has been satisfactory. In addition to indicating progress in the general processes of reading, the tests are so devised as to be somewhat diagnostic.

Each test consists of eight paragraphs, and each paragraph is followed by a series of four questions. The questions preceded by the letter *A* are designed to determine whether the pupil appreciated the general significance of the paragraph. The questions preceded by the letter *B* are designed to test the pupils' ability to note details in the materials read. The questions preceded by the letter *C* are designed to determine the pupils' ability to understand what are the logical outcomes of the events described or the probable next steps taken by the characters involved. Finally, those questions preceded by the letter *D* test the pupils' understanding of certain vocabulary items which are found in readers designed for the grade in question or which are found in readers designed for the previous grade.

Each question is arranged in four-response form. The four questions appear in varying order so that any particular "mind-set" is avoided. It is felt that this makes for a more natural reading situation.

The total score possible on any one test is 32, and there are eight subdivisions as indicated above.

The time limit for each test is fifteen minutes which gives each pupil sufficient time to indicate his comprehension of the material. Only a very few slow readers will fail to finish the tasks in the time allowed. Thus the pupils' "power" in reading as contrasted with their ability to read rapidly is the chief factor measured. It is the opinion of the author of the tests that tests which are to be used frequently should not place undue emphasis on the speed factor since to do so tends to create nervous tensions which are undesirable. For those who prefer a longer and more comprehensive test, such tests as the Nelson Silent Reading Test are recommended.

The materials are original, but care has been taken to make the subject matter of interest to the pupils in the grades involved. The materials have also been tried out carefully to secure pupil reactions, and it is found that the pupils in these grades react very favorably to these materials.

Validity and Reliability

The validity of the tests is assured by the care with which they are constructed and tried out. The vocabulary conforms to that found in the carefully written readers of recent publication and the material is interesting to pupils. No correlations of scores with those made on other good reading tests are as yet available. The author will be happy to

have any information of this sort that may be obtained by users.

The reliability of the tests has been carefully checked and the coefficients of correlation between any two forms designed for the same grade range from .85 to .89. The probable errors are in each case ± .02. Additional information concerning both validity and reliability as well as norms will be made available as soon as possible.

Directions for Administering

Have the pupils clear their desks of all other materials. See that each pupil has at least one pencil. Two are preferable in order that the pupil's work may not be upset because of mishap to a pencil. Then say, "We are to have a little reading test that I am sure you will like. Let us read the directions together." Read the sample paragraph and questions asking for answers, and explain how the answers should be indicated — simply by crossing out the number of the correct response.

Sample:

Pal was the name of the snowy white dog, and what a pet of the family he was! Carol loved to dress him up especially when it was cold. Pal seemed to enjoy it quite as much as she did, for he would lie flat on his back with all four feet in the air while she slipped on the shoes that her doll had once worn. Then came the green sweater which Carol had worn when she was a baby and Pal was ready for a walk in the snow. Pal had a great fondness for chasing squirrels. One day as they started out, a squirrel was playing just outside the door. Pal was out of the house with a bound, but the squirrel was quicker and was up a tree in an instant.

A. A good name for this story would be: (1) The Dog's Sweater; (2) The Squirrel in the Tree; (3) Carol's Pet, Pal; (4) Cold Weather..... 1 2 3 4

B. The dog's sweater was: (1) black; (2) white; (3) yellow; (4) green..... 1 2 3 4
C. What do you think Carol and Pal did next? (1) went for a walk; (2) went back to the house; (3) ate the squirrel; (4) forgot the baby. 1 2 3 4
D. Fondness means: (1) ease; (2) hate; (3) finding; (4) liking..... 1 2 3 4

When the questions have been answered, say, "If you find that you have made a mistake and marked the wrong answer, do not erase. Just draw a circle around the wrong answer and then mark the right one." Be sure the pupils understand this direction. It may be well to illustrate on the blackboard.

Directions for Computing Scores

Scores on the different parts of the test should be obtained separately. First, count all the correct answers in *Part A* and indicate that number; then, count the correct answers in *Part B*; next, those in *Part C*; and finally, those in *Part D*.

Norms

In view of the fact that these tests are designed for diagnostic as well as for rapid survey purposes, less attention has been paid at this time to the development of adequate norms. Such norms will be provided as users report their results. In the meantime, results from a limited number of cases indicate that when the tests are used as suggested above, namely, *Form A* at the opening of the school year, *Form B* at mid-year, and *Form C* at the close of the year, pupils will average a score of 25 on each test. This score will be distributed as follows:

A — 6
B — 7
C — 6
D — 6

Application of the Results

Very low scores on any part of these tests indicate that the pupil needs some sort of remedial treatment in order to help him read more effectively. The kind of treatment needed varies greatly with the individual pupil and only a few suggestions are offered here. There are several volumes, however, which have for their purpose the treatment of poor reading habits or abilities.

A very low score on the *A* items indicates a deficiency in grasping the general significance of the materials read. Abundant materials such as may be found in newspapers, magazines, and easier stories of various types should be supplied, together with questions about the general content of the materials read. Articles in which irrelevant statements occur from time to time may also prove helpful if the pupil is asked to indicate those which do not contribute to the main thought of the story.

A very low score on the *B* items indicates that the pupil is very inattentive to details and suggests that more attention should be given to having the pupil answer questions about the more minute details of the materials read. Of course, it is easily possible to over-emphasize the importance of minor details and the teacher must guard against that, lest the reading rate become too slow and lest the general significance of the material be neglected.

A very low score in the *C* items indicates inability to predict probable outcomes or next steps. Since ability to

understand the general significance of a story is essential in predicting probable outcomes, success in the *A* items is usually, but not always, associated with success in the *C* items. Paragraphs devised or found by the teacher which are similar in nature to those in the tests will be helpful in bringing up this ability as will also the practice of stopping a pupil as he is reading through a selection and asking him to suggest the next part of the story or paragraph.

A very low score on the *D* items indicates, of course, a limited speaking and reading vocabulary. Dictionary drills, word games, oral conversations about different topics, picture-word matching exercises, and the like often produce good results, but the pupil must understand that it is the reading of paragraphs and sentences which is sought rather than the mastery of isolated words. In some instances low mental ability is associated with limited vocabulary, but in almost every instance much improvement is shown by the pupil who reads widely. It is, of course, a truism that many of the reading difficulties which a pupil may possess tend to disappear when he is motivated to read widely. On the other hand, a pupil who has extreme difficulty in some phase of reading can hardly be motivated to read widely.

FORM A

1. Tom wanted a canoe of his own so badly that he was willing and eager to work for it. Day after day he tried to think of some way to earn money to buy one. Then one morning he thought of Old Jim, the old man who brought vegetables over to the island where Tom lived. Rowing a boat was a hard job for Old Jim. Perhaps he would be glad

to pay Tom for that work. If he would, Tom might earn enough to pay for a canoe before the next summer.

B. Which one of these things do you think Old Jim sometimes took to the island? (1) milk; (2) meat; (3) bread; (4) carrots..... 1 2 3 4

A. What kind of boy was Tom? (1) lazy; (2) ambitious; (3) rich; (4) stupid..... 1 2 3 4

D. A lagoon is a: (1) meadow; (2) road; (3) body of water; (4) piece of high ground..... 1 2 3 4

C. What do you think Tom did next? (1) He asked his father for money; (2) He asked Old Jim if he needed help; (3) He forgot about the canoe; (4) He tipped Old Jim's boat over.... 1 2 3 4

2. For a long time a gray pigeon had felt sad because his feathers did not look as pretty as those of his brothers, which were white and black. Finally he said, "I will paint some of my feathers red; then I'll be the grandest pigeon in the flock." So he got some of his friends to help him color his wings with red cherry juice. He soon found that he had made a great mistake. People who saw him wanted to catch him to put him into a museum. The poor pigeon was not safe until he hurried to the pool and washed off his bright colors.

A. Before he colored his wings, the pigeon was: (1) happy; (2) afraid; (3) dissatisfied; (4) ill. 1 2 3 4

B. Who helped the pigeon color his wings? (1) the people; (2) his brothers; (3) his sisters; (4) some friends..... 1 2 3 4

C. What do you think happened when the pigeon washed off the colors? (1) The people caught him; (2) He was not safe; (3) The people let him alone; (4) He became black and white. 1 2 3 4

D. In a museum one finds: (1) many interesting things; (2) only dead birds; (3) live monkeys; (4) large kitchens..... 1 2 3 4

3. Allen had some very bad habits at the table, but he was trying to do better. His uncle had offered to help him by putting a dime into a cup each day. If Allen remembered to eat properly all day, he was to keep the dime; if he did not, he was to put the dime into his uncle's dime bank. One day when Allen had almost enough dimes to buy a telescope that he wanted, he took much too large a bite of cake and noticed his mistake at once. No one else seemed to notice, but Allen was an honest boy.

C. I think Allen put the dime into: (1) his pocket; (2) his uncle's bank; (3) the cup; (4) the telescope..... 1 2 3 4

D. A telescope is used for looking at objects that are: (1) far away; (2) very small; (3) not real; (4) in poor light..... 1 2 3 4

A. What was Allen trying to do? (1) fill his uncle's bank; (2) eat as much as he could; (3) use better table manners; (4) throw a dime into a cup..... 1 2 3 4

B. Allen's uncle put a dime into the cup each: (1) week; (2) month; (3) meal; (4) day..... 1 2 3 4

4. John was curious to see what had happened to the people in the car. He had been playing by the side of the road when a big car came by, going very fast. Just as it passed him, it seemed to fly off the road. After turning over several times it stopped and was now lying in the ditch about half a mile up the road. It did not seem to be damaged.

D. If the car were not damaged, it would be: (1) wrecked; (2) useless; (3) burning; (4) unhurt. 1 2 3 4

A. What is this story about? (1) a ditch; (2) an accident; (3) a road; (4) an airplane..... 1 2 3 4
C. What do you think John did? (1) kept on playing; (2) ran away; (3) ran to the car; (4) went to sleep..... 1 2 3 4
B. The story says the car was: (1) large; (2) small; (3) black; (4) empty..... 1 2 3 4

5. As I came around one of the many turns in the narrow mountain road, I was startled by the warning "*Wuff!*" of a big black bear. He seemed neither angry nor hungry but had only wished to let me know that he was coming and that there was no room for an explorer to pass. I held his gaze for a few seconds, wondering what to do, for my knife was my only weapon. If I turned back, he would follow and probably do me harm. Glancing down the steep bank, I saw a place where I might stand while he went on his way.

C. What do you think I did next? (1) ran back; (2) crawled down and let the bear pass; (3) shot the bear; (4) climbed up the mountain. 1 2 3 4
D. An explorer is one who: (1) blows things up; (2) kills animals; (3) looks for things; (4) sails a boat..... 1 2 3 4
B. The road on which I walked was: (1) crooked; (2) straight; (3) wide; (4) in the valley..... 1 2 3 4
A. How do you think I felt when I came upon the bear? (1) angry; (2) ill; (3) happy; (4) frightened..... 1 2 3 4

6. Janet loved Betty more than any other one of her dolls. One day as Janet was standing on a little bridge over a little creek, Betty fell into the water. It was lucky, Janet thought, that Betty had fallen face up. At least she could breathe. But how wet her little ornamented jacket was

becoming, as she floated away. And what if she should sink and drown! Suddenly Janet saw her big brother coming along the creek carrying a fish pole.

D. An ornamented jacket is: (1) dirty; (2) wet; (3) heavy; (4) decorated..... 1 2 3 4
C. What do you think happened next? (1) Janet jumped into the creek; (2) The doll was lost; (3) Betty started to cry; (4) Janet's brother pulled Betty out..... 1 2 3 4
B. The story says the creek was: (1) small; (2) dirty; (3) large; (4) clean..... 1 2 3 4
A. Which of these names is best for this story? (1) Brother's Fish Pole; (2) Betty Falls into the Creek; (3) The Little Jacket; (4) Going Fishing..... 1 2 3 4

7. For more than a year Paul and Mary had been looking forward to their trip to Yellowstone Park. At last they were there and the family was comfortably settled in one of the many cabins at Canyon Camp. "Let's go to the Lodge and get our dinner," said Father. After dinner they stopped to buy some souvenirs. Paul saw some moccasins he wanted very much, but when he went to pay for them, he found that he had left his purse at the cabin. Dashing out, he raced toward the cabins only to find that they looked so much alike in the dark that he could not tell which cabin was theirs. Besides, his father had the key.

A. Which of these names do you like best for this story? (1) Paul and Mary; (2) A Visit to Yellowstone; (3) The Lost Cabin; (4) Dinner in the Park..... 1 2 3 4
D. Moccasins are: (1) soft shoes; (2) gloves; (3) pants; (4) candies..... 1 2 3 4
C. What do you think Paul did next? (1) He

ran back to the Lodge. (2) He tried all the doors to the cabins. (3) He went home. (4) He sat down and talked to his friends..... 1 2 3 4

B. What time of day was it? (1) morning; (2) noon; (3) afternoon; (4) evening..... 1 2 3 4

8. Allen and his father had come to New York to see the World's Fair. As it was only Tuesday morning and as they had a whole week to stay, they decided to see the city first and to wait until the next day to go to the Fair. It was Allen's first visit to New York. Of course, there were many things to see in the big city. In fact the city itself seemed almost as exciting as he expected the fair to be. The tall buildings made him feel like a pygmy, and he was really a little afraid of the subway. "But you want to ride on it, don't you?" his father asked. "Yes," said Allen slowly, "if you think we can find our way back to the hotel." "Let's try it," Father said with a chuckle. "I'll show you how easy it is."

C. What do you think they did next? (1) went to the fair; (2) went back home; (3) rode on the elevated; (4) rode on the subway..... 1 2 3 4

A. What is a good name for this story? (1) A Trip to New York; (2) The World's Fair; (3) The Tall Buildings; (4) The Pygmy..... 1 2 3 4

D. A pygmy is a: (1) giant; (2) baby; (3) dog; (4) tiny person..... 1 2 3 4

B. On what day were Allen and his father going to the fair? (1) Tuesday; (2) Wednesday; (3) Thursday; (4) Sunday..... 1 2 3 4

FORM B

1. What a wonderful snow we had that day! Before we left the school grounds that evening, the boys in our room

built a fort and chose sides for a snow battle to be fought the next day. My side was to defend the fort; the other side was to try to conquer it. Early the next morning everyone was there and the battle began. What fun it was! One of our boys reached over the wall of the fort and grabbed the enemy's blue flag. He had almost pulled it into the fort when some of the enemy pulled him and the flag over the wall and captured him. Some of the enemy got to the top of the fort and then the school bell rang. Neither side was victorious.

A. Which title would be best for this story? (1) The Enemy Flag; (2) Snowball Warfare; (3) The Victorious Defenders; (4) The First Snow. 1 2 3 4

C. What do you think the boys did next? (1) tore down the fort; (2) went home; (3) went to the schoolroom; (4) went on fighting..... 1 2 3 4

D. When an army is victorious, it: (1) loses; (2) wins; (3) marches; (4) goes home..... 1 2 3 4

B. What color was the enemy flag? (1) red; (2) pink; (3) white; (4) blue..... 1 2 3 4

2. Today was Wednesday and at nine o'clock a strong stream of water would be flowing in the irrigation ditch back of Junior's home. Junior liked nothing better than to sail his small model boat in that ditch. On Monday he had carved a very fine model boat and yesterday he had painted it a bright yellow. Now he was a little worried. Perhaps he should not have painted it so soon. What if it had not been properly carved and should tip over as the last one did? Then he would have to do more carving and more painting. At last, nine o'clock came and out he ran to try his boat. As soon as he set it down in the water, he knew that he had done his work well. The little boat rode the water like a great ship.

C. What do you think Junior did next? (1) He played with the boat a long time. (2) He scratched the paint off his boat. (3) He started to cry. (4) He threw his boat away. 1 2 3 4

B. On what day did Junior paint his boat? (1) Monday; (2) Tuesday; (3) Wednesday; (4) Thursday..... 1 2 3 4

A. What is this story mostly about? (1) the irrigation ditch; (2) Wednesday; (3) Junior and his boat; (4) the yellow paint..... 1 2 3 4

D. An irrigation ditch is built to: (1) separate two pieces of land; (2) carry away the sewage; (3) help the sailors; (4) water dry land..... 1 2 3 4

3. The large herd of cows was being driven to their own pasture when something happened that excited them. Whether they had seen some wild animal or were just alarmed by the actions of one of their own number, the cowboy could not tell. One thing he knew from his long experience: the cows would stampede unless something happened quickly to quiet them. Just then Trix, the cowboy's faithful dog, drove the leader of the herd off to one side, and the excited cows began at once to quiet down.

D. When cows stampede they: (1) run away together; (2) run in different directions; (3) run home; (4) stand still..... 1 2 3 4

B. What made the cows excited? (1) the dog; (2) the horse; (3) the cowboy; (4) we don't know..... 1 2 3 4

C. What do you think happened next? (1) The cows ran away; (2) The cows were driven home; (3) The cowboy shot Trix; (4) The wild animal was killed..... 1 2 3 4

A. Trix seemed to know a great deal about: (1) wild animals; (2) sheep; (3) cows; (4) horses. 1 2 3 4

4. As Mr. Dix was riding along a lonely road in his new car, he passed a group of half a dozen men who were arguing among themselves. He stopped his car and went back to see what was the trouble. As he came near, one of the men came forward and motioned violently for him to go away. The other men looked ready to pounce upon him. Mr. Dix was sorry he had stopped.

B. How many men were in the group? (1) ten; (2) two; (3) three; (4) six..... 1 2 3 4
C. What do you think Mr. Dix did? (1) He went back to his car; (2) He knocked the man down; (3) He fixed his tire; (4) He walked home..... 1 2 3 4
A. How do you think Mr. Dix felt? (1) happy; (2) carefree; (3) frightened; (4) wise..... 1 2 3 4
D. Violently means about the same as: (1) carefully; (2) fiercely; (3) easily; (4) gently..... 1 2 3 4

5. It was almost time for school to be out for the day. All at once the wind started blowing fiercely and the sky became darker and darker. As there were no lights in the little country school, it was soon too dark to study. Some of the younger children began whimpering. "If you will all come up here beside my desk," said Miss Brown, "I'll tell you a story." The story she began to tell was so interesting that soon everything else was forgotten. A half-hour later, when the children looked out, the sun was shining and the storm was over.

C. What do you think the children did next? (1) studied their lessons; (2) went to school; (3) went home; (4) ate their lunch..... 1 2 3 4
A. How did the younger children feel when the storm came up? (1) happy; (2) frightened; (3) lazy; (4) eager to work..... 1 2 3 4

B. Where did the children sit while Miss Brown told the story? (1) all around the room; (2) by the windows; (3) near the teacher's desk; (4) on the steps..... 1 2 3 4

D. Whimpering means: (1) crying; (2) singing; (3) whispering; (4) playing..... 1 2 3 4

6. Evelyn had never had great admiration for her Aunt Elsie. But now Aunt Elsie had just returned from a trip to the Orient and had brought just what Evelyn wanted most! Evelyn was making a collection of dolls and she already had six from as many different countries. Now Aunt Elsie had brought her three more, one from India, one from Korea, and one from China. How sweet that was of her aunt! What fun it was playing with the dolls! All at once Evelyn remembered that Aunt Elsie was downstairs and that she had not been properly thanked for the lovely gifts.

A. How did Evelyn feel about the new dolls? (1) sorry; (2) happy; (3) wretched; (4) She didn't care much..... 1 2 3 4

B. How many dolls did Evelyn have now? (1) five; (2) seven; (3) nine; (4) eleven..... 1 2 3 4

C. What do you think Evelyn did next? (1) She ran out of the house; (2) She went to sleep; (3) She scolded her doll; (4) She thanked Aunt Elsie..... 1 2 3 4

D. Admiration means about the same as: (1) dislike; (2) liking; (3) exclamation; (4) happiness..... 1 2 3 4

7. Peter was a well-domesticated young cat that liked to explore the country near his home. One day he found a large gray ball in a fallen tree. The ball seemed to be covered with flies, such as Peter had never seen before. Some

were walking on it, others were flying around it. As Peter liked to catch flies, he walked up near the ball to watch them. Quietly he crept closer and started to put out his paw. Then he gave a screech and jumped high into the air. The gray ball was a hornet's nest and hornets do not like to be disturbed.

D. A word that means the opposite of "domesticated" is: (1) wild; (2) curious; (3) pretty; (4) careful..... 1 2 3 4

C. What do you think happened next? (1) Peter ate the hornets; (2) The hornets flew away; (3) Peter took the ball away; (4) Peter ran home..... 1 2 3 4

B. Where was the hornets' nest? (1) on a house; (2) in a tree; (3) flying about; (4) in the grass. 1 2 3 4

A. Which word describes Peter? (1) wild; (2) careful; (3) curious; (4) lazy..... 1 2 3 4

8. Two geese and a turtle lived in a small lake that was slowly drying up. At last it got so dry that the geese decided to make their homes in a much larger lake a hundred miles away. The turtle begged the geese to take him along. "If you will hang onto this stick and never open your mouth, we will take you," the geese said. The turtle grasped a stick firmly in the middle with his mouth while the geese took hold of either end and flew off with him. A boy who was watching some grazing cattle laughed at the queer sight as the geese and turtle flew over. This made the turtle so angry he cried out, "You foolish ——."

A. Which of these names do you think is best for this story? (1) The Lame Geese; (2) The Wise Turtle; (3) The Stupid Geese; (4) The Foolish Turtle..... 1 2 3 4

C. What do you think happened to the turtle? (1) He kept on talking; (2) He fell to earth; (3) He flew on; (4) He fell into the lake..... 1 2 3 4

B. The geese planned to live on a lake that was: (1) bigger; (2) dry; (3) a mile away; (4) smaller..... 1 2 3 4

D. What were the cattle doing? (1) running; (2) resting; (3) feeding; (4) looking around..... 1 2 3 4

FORM C

1. Jane and Jerry had come to a big hotel with their father and mother. While waiting for their parents to unpack, they decided to do some exploring. In the hallway they found the elevator which took them down to the large lobby. There they wandered about, their eyes big with curiosity and excitement. A big swinging door let them out on the street. Along it they wandered, finding many things to admire. Some time later Jane said suddenly, "Jerry, where is our hotel?" "Back there," said Jerry as they turned to go. Jerry was such a reliable young man that she knew he would find the way.

A. Jane and Jerry had stayed in a big hotel: (1) all their lives; (2) a few weeks; (3) a few days; (4) a few minutes..... 1 2 3 4

D. A reliable person can be: (1) seen; (2) trusted; (3) sorry; (4) angry..... 1 2 3 4

C. What do you think Jane and Jerry did next? (1) went back home; (2) went back to the hotel; (3) ran away; (4) started to cry..... 1 2 3 4

B. What were their parents doing? (1) sleeping; (2) eating; (3) unpacking; (4) visiting..... 1 2 3 4

2. I had not really learned to swim but by splashing about a great deal I could keep my nose out of water for a

little while. Sometimes I could make my body move a little in the water. One day I was out on an old raft with two of my friends who were excellent swimmers. They pushed the raft a few yards out from the shore. "Now swim to shore," said one of my friends. "One of us will swim on each side of you to help you in case you have trouble." Away I went with a splash and all went well until we got near shore. I thought I was near enough so that I could stand but I had not judged accurately. My poor tired body went down and down!

B. How many friends were with me? (1) one; (2) two; (3) three; (4) four..... 1 2 3 4
C. What do you think happened next? (1) My friends saved me; (2) I was drowned; (3) The raft tipped over; (4) I swam back to the raft. 1 2 3 4
D. Accurately means: (1) easily; (2) safely; (3) quickly; (4) correctly..... 1 2 3 4
A. What sort of swimmer was I? (1) a champion; (2) a good one; (3) a poor one; (4) the best on the raft..... 1 2 3 4

3. Don and Dan were twin boys who looked so much alike that sometimes even their father found it hard to tell them apart. When they were about eight years old, they played so many tricks that it would take many volumes to tell all the stories about them. Both of them liked to go fishing all day long, but every day each boy had to spend a whole hour at the piano with the girl next door. One Monday Dan said, "I could stay at the lake all day today if you would practice for me." "I will," said Don, "if you will practice for me tomorrow so I can fish all day." "All right," agreed Dan, "the girl next door can't tell us apart."

C. What did Don do on Tuesday? (1) practiced piano for two hours; (2) fished all day; (3) went next door; (4) read a book..... 1 2 3 4
D. Volumes may be: (1) bears; (2) radios; (3) books; (4) boxes..... 1 2 3 4
A. A good name for this story would be: (1) Don and Dan Play a Trick; (2) Fishing at the Lake; (3) Piano Lessons; (4) The Girl Next Door..... 1 2 3 4
B. How old were the twins? (1) five; (2) six; (3) seven; (4) eight..... 1 2 3 4

4. It had been hard for Jack to get permission to go on this hunting trip. Only when he had promised to be very, very careful was he allowed to go at all. But today he had been enjoying himself so much that he forgot to be as careful as he had promised. So here he was, a mile from camp and almost face to face with an approaching leopard! "There is no use to scream," thought Jack, "for the folks at camp would not hear, and besides they could not come in time to help." He grabbed his trusty knife and pretended not to notice the leopard as it crept nearer. A faint sound from the near-by bushes made him wonder if a chimpanzee were watching him. Glancing around Jack saw the faithful camp servant bending low and pointing his powerful rifle at the leopard.

D. A chimpanzee is a: (1) lion; (2) man; (3) bug; (4) monkey..... 1 2 3 4
A. Where do you think Jack was? (1) on a farm; (2) near a city; (3) in a jungle; (4) in the far north..... 1 2 3 4
B. What kind of weapon did Jack have? (1) a knife; (2) a sword; (3) a rifle; (4) a pistol.... 1 2 3 4

C. What do you think happened next? (1) Jack jumped at the servant; (2) Jack lost his knife; (3) The servant shot the leopard; (4) The leopard ran away..... 1 2 3 4

5. Tucked away in a little valley in the Rocky Mountains was the little town of Benson, the home of Joe Reed. Few exciting things happened in Joe's town, but on that day the town was brim full of excitement. Eight big cars carrying a party of strange people had stopped in town for the day. One of the cars had broken down and repairs could not be made until the next day. "There is no use for the rest of us to go on," Joe heard the manager say. "We can't put on a show without that car. We hadn't planned to put one on tonight anyway. Let's stay here and entertain these good people." So it was agreed. Joe was very much excited for he had already talked to the man who mimicked famous actors.

A. Who was riding in the eight cars? (1) some tourists; (2) a show troupe; (3) some cowboys; (4) some explorers..... 1 2 3 4

B. How many cars were broken down? (1) one; (2) two; (3) three; (4) four..... 1 2 3 4

C. What do you think Joe did that evening? (1) rode in a car; (2) played at home; (3) looked at the sky; (4) went to the show..... 1 2 3 4

D. When you mimic a person, you: (1) scold him; (2) praise him; (3) entertain him; (4) act like him..... 1 2 3 4

6. One afternoon as a family of settlers was traveling across the prairie, Jim, the eight-year-old son, climbed out of the wagon. For a long time he walked a little way behind the wagon, blowing a whistle as he went along. Now and then he stopped to pick some flowers or to watch some

birds. Before Jim knew it, the wagon was far ahead. He began to run to catch up. On and on he ran, but the wagon was too far ahead. Finally he became exhausted and lay down to rest in a little hollow. Soon he was fast asleep. When he woke, it was night and the big round moon was just rising. Jim knew he should go on, but he couldn't tell which way to go. He started once, but stopped when he saw that five wolves had gathered on the ridge near-by. By blowing his whistle he found that he could scare them away, but soon they came back. He was still wondering what to do when all at once he noticed that the wolves were gone and that someone, carrying a light, was coming towards him on horseback.

B. Where were the wolves? (1) above Jim; (2) in the woods; (3) in a pit; (4) across the river. 1 2 3 4

A. Which of these titles do you like best for this story? (1) Five Brave Wolves; (2) Lost in the Woods; (3) Lost on the Prairie; (4) The Covered Wagon..... 1 2 3 4

C. What do you think happened next? (1) Jim ran away; (2) Jim went to sleep again; (3) Jim was taken home; (4) The wolves ate Jim. 1 2 3 4

D. When a person is exhausted he is: (1) happy; (2) lazy; (3) careless; (4) tired out..... 1 2 3 4

7. One day as Alice and her father were passing a pet shop, they heard such a barking as they had never heard before. "Can't we go in for just a little while?" begged Alice. Her father had promised to buy her a dog soon. Perhaps he might buy one today. As they went in they saw a huge mastiff. Finally they saw a lonely little English bulldog. He was a dear little puppy with pretty big brown eyes and a lovely tan coat. Alice loved him at once and

forgot about all the others. "He is a thoroughbred," said Father who had been talking with the shopkeeper. "He has a long line of famous ancestors and costs a lot of money, but perhaps we can buy him if you want him very much."

C. What do you think Alice did? (1) She went home without a dog; (2) She took the bulldog home; (3) She asked for a terrier; (4) She started to cry..... 1 2 3 4

D. One of your ancestors is your: (1) sister; (2) brother; (3) daughter; (4) grandfather..... 1 2 3 4

B. The story says the mastiff was: (1) pretty; (2) brown; (3) large; (4) small..... 1 2 3 4

A. Alice wanted a: (1) pet shop; (2) tan coat; (3) dog; (4) walk..... 1 2 3 4

8. It was a wonderful ride for the Tompkins twins, for it was their first really long drive since they were old enough to see very much. Now they were going from their home in Pasadena to visit Aunt Julia in Eureka. After they left Santa Barbara, the road followed the ocean closely. The children enjoyed the winding road with the cliffs high above them and the great Pacific Ocean just below them on their left. The twins were eager to see the big trees they had heard so much about, but not until almost dark did they see any that really looked enormous. It was growing dark as they came to Big Sur Lodge and Mr. Tompkins said, "This would be a fine place to stay and I'm sure we are all tired enough to stop."

D. Enormous means: (1) very small; (2) very large; (3) spoiled; (4) green..... 1 2 **3** 4

C. What do you think they did next? (1) drove back to Santa Barbara; (2) drove back home; (3) cut down a big tree; (4) stopped for the night..... 1 2 3 4

B. Where did Aunt Julia live? (1) Santa Barbara; (2) Eureka; (3) Pasadena; (4) Tompkins. 1 2 3 4
A. In what part of the country did the Tompkins travel? (1) in the East; (2) in the North; (3) in the West; (4) in the South..... 1 2 3 4

IV. Organization of the Contents of This Manual

The remaining six chapters of this volume, corresponding to the six units in the text, contain the detailed suggestions for using the text with the children. The content of each chapter follows the same organization. The main items in this organization are as follows:

I. Statement of the fundamental purpose or theme
II. Suggestions for establishing readiness to read the unit
  A. A list of basal concepts or understandings to be developed by means of the oral discussion stimulated through the use of the pictures and appropriate questions
  B. A list of terms or oral vocabulary with which the pupils should become familiar during the discussion
  C. Suggested questions which the teacher might raise to stimulate the discussion leading to the construction of the basal concepts, together with minimum information needed for answering the questions
  D. Group activities suggested for optional use
III. Adaptability of selections in the unit for use in development of important reading habits and skills
  A. Order of selections in the unit
  B. Classification of selections

IV. Teaching the individual selections in the unit
    A. Introducing the selection
    B. Introductory reading of the whole selection
    C. Suggestions for utilizing the selecting in realizing the purpose of the unit
    D. Rereading the selection for specific purposes
V. Activities suggested for use in connection with the unit as a whole
VI. A test of basal concepts included in the unit

UNIT ONE

EXPLORING IN BOOKS

I. Purpose of the Unit

To help children develop an interest in books as sources of many valuable truths, interesting stories, and delightful poems, and to help them acquire basic skills needed to locate in various books material about a given subject, topic, or theme.

II. Preparation for Reading the Unit

(*The Reading-Readiness Approach*)

A. Basal Concepts to be Developed

These concepts are developed through the use of the pictures and informal discussion before the unit is read.

1. What an explorer is
2. Things explorers study
3. Records explorers make
4. Exploring by travel
5. Exploring with a camera
6. Exploring by reading in books, newspapers, and magazines
7. What jungle life is
8. What the South Sea Islands are
9. What mountain pastures are
10. Fishing with spears
11. What outrigger canoes are
12. How and why sheep are sheared
13. What sheep ranches are
14. What coyotes are
15. Kinds of work elephants do

B. Oral Vocabulary to be Used and Understood During the Discussion

explorer	outrigger canoe	shearing sheep
explore	South Sea Islands (location)	India (location)
record	spearing fish	logging

boobies
webbed feet
Borneo (location)
raft
tree-house
jungle
ape
Norway (location)
mountain pasture
coyote
sheep ranch
Montana (location)
corral
foreign lands
laboratory
museum
elephants
herd
goats

C. Suggested Questions for Discussion *

Each picture has a caption and a limited number of questions below it to be used in getting the discussion about that picture under way. The discussions will vary with different groups of children according to environmental interests of children. (The concepts suggested in parentheses are intended merely to aid the teacher in determining the concepts that are essential. Children's questions and discussions may bring out many others.) The following questions will supplement those accompanying the pictures, and may be used to develop the basal concepts and oral vocabulary listed above.

Introductory discussion

1. What is the title of this unit? (Exploring in Books.) 2. What is an explorer? (A person who tries to learn the truth about many things.) 3. What is an explorer in books? (A person who tries to learn the truth about many things by reading in books.) 4. Do you know other things that explorers in books do? (They hunt for interesting stories and poems which they read for fun.) 5. Do you know how truths about many things have come to be written in books? (Explorers who worked in many different places found many different truths. They made records of the truths they found and put them in books. Some of the records they made are pictures. Others are written records.)

* The Discussion of the title for the unit and the succeeding page will offer an opportunity to the children to forecast the content of the unit and will stimulate the introductory discussion that follows.

Wide World

1. *Exploring animal life.*

Most people like to explore lands that are new and strange. They study the people, the animals, the plants, and the country. They make records of what they learn by making pictures, and by writing stories.

With what is this woman exploring? The birds in the picture are boobies. What birds do they look like? What can explorers learn about these birds?

Wide World

2. *The Martin Johnsons, camera explorers in Borneo.*

3. *The Johnsons in a tree-house in an African jungle.*

Wide World

The Johnsons lived in a bamboo house built on a raft. What animals might they photograph from their house-raft? From the tree-house? What movies have you seen, or what stories have you read that were made by explorers?

Wide World

4. *An ape caught by the Johnson camera in Borneo.*

From these pictures, what can you learn about jungle life in Borneo?

Ewing Galloway

5. *An outrigger canoe on a South Sea Island.*

6. *South Sea Island boys fishing.*

Wide World

In picture 5 can you see the outrigger at the side of the canoe? What do you think it is used for?

In picture 6 with what are the boys fishing?

7. Driving goats from a mountain pasture in Norway.

Would the goats be in the mountain pasture in summer or in winter? Why? When would the goats be brought down? What are goats used for?

Wide World

8. *A herd of sheep coming down from the mountains.*

9. *A coyote, an enemy of the sheep.*

Underwood and Underwood

Why aren't the sheep left on the mountains in winter? Why are they taken to the mountains in summer? What are sheep used for?

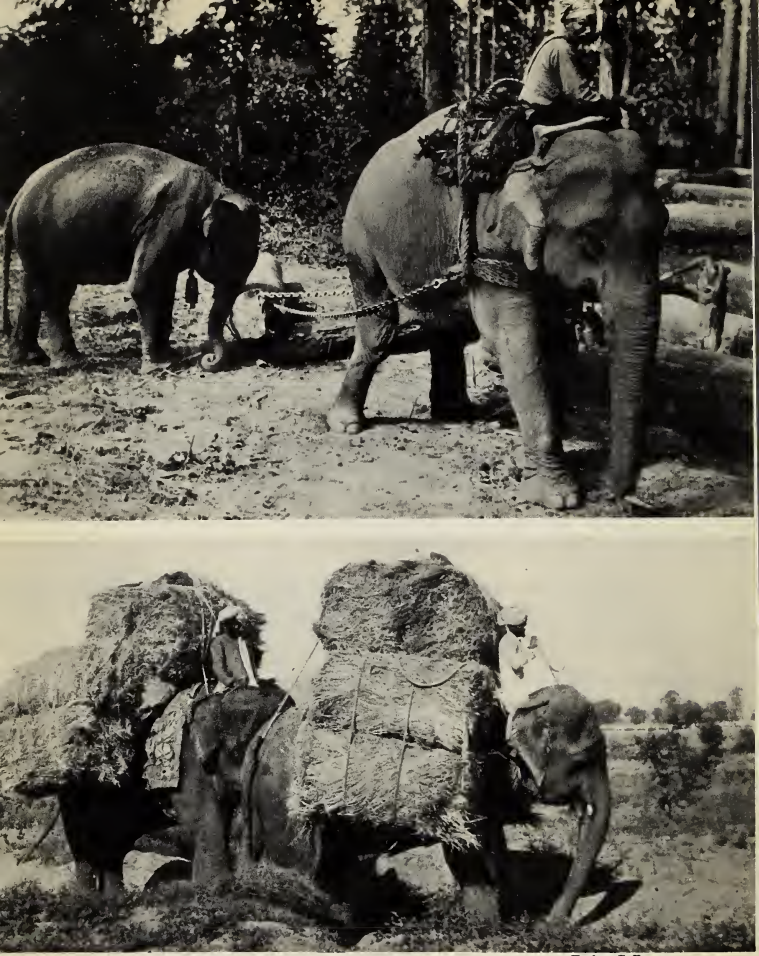
What pet animal does the coyote look like?

10. *On a sheep ranch in Montana.* *Ewing Galloway*

11. *Shearing with electric clippers.*

The sheep are in corrals, or pens. Which sheep have been sheared — had their wool cut off? How can you tell? The sheep in the left corral are lambs. They will not be sheared until they are older.

The clippers used here are much like hair clippers.



Ewing Galloway

12–13. *Elephants, as logging engines and as hay trucks in India.*

In what country, besides India, are there wild elephants? Why do elephants make good work animals?

6. What explorers have you heard of? (Byrd, Columbus, Edison.) 7. Would you like to be an explorer? Why? 8. Would you like to explore in foreign lands? In a laboratory? 9. Why cannot children easily explore in these two places? (Children cannot easily go to foreign lands. It takes many years to learn to become a good explorer in a laboratory.)

10. What are the children doing in the full page picture following the title page? What kind of explorers can children easily become? (What the title of the unit suggests — explorers in books.) 11. What interesting things have you found in books? (Children may tell about interesting, curious, or worthwhile things they have learned, exciting or amusing stories they have read, and pleasing poems that they have found.) 12. What would be a good name for a person who uses books to find interesting things? (A book explorer.) 13. Would you like to become a good explorer in books? (This unit will tell you how.)

Picture No. 1. Exploring animal life.

1. What is the woman in the picture doing? (Making a picture record — taking a picture — of a family of boobies.) 2. What can you learn about boobies from this picture record? What do the birds look like? (Children may name other fowls these birds resemble.) What kind of feet do the boobies have? (Webbed.) What do birds with webbed feet do? (Live near or on the water and swim a great deal.) How many young birds do you see? (One. Boobies hatch their eggs one at a time.) 3. How old do you think the young bird is? (Probably only a few hours. Notice the shell of the egg from which the young bird hatched.)

4. Does this picture make you want to know other things about boobies? (Where they live; why they have such a strange name; what food they eat, and how they get it; whether boobies travel from one country to another as many other birds do when the season changes.) 5. What other kind of record would we need to use to find out some of these things? (Written records. *Note:* In some reference books you may need to look for the word "gannet" instead of the word "boobie" or "booby.")

Picture No. 2. The Martin Johnsons, camera explorers in Borneo.

1. Which persons in the picture are the Martin Johnsons? (The white man and the white woman in the center of the picture.) 2. Where is Borneo? (Look at the map on page 94. If a world map or globe is available, locate Borneo and the place where you live.) 3. On what is this house in the picture built? (On a raft.) 4. What is a raft? (Logs, poles, or boards fastened together to make a floating platform.) 5. What kind of poles were used to make the house-raft the Johnsons used? (Bamboo poles. The boat in the foreground is not a part of the house-raft.) 6. Why did the Martin Johnsons use a house-raft in exploring Borneo? (Much of Borneo is a thick jungle through which there are no roads. A floating house could easily be moved along the seashore, through lagoons, and up and down the rivers.) 7. What animals do you think they might photograph from their house-raft? (The children will probably name birds, snakes, alligators, fish.)

8. Would you like later to explore in books and find out the names of other animals that live in Borneo? Professor A. R. Wallace reports that he found a very strange animal there — a flying frog. You can let this be a beginning of your list of other animals. (They will be interested to discover such animals as the orang-utan, a huge long-armed ape; the wahwah, a monkey that looks more like a human than the orang-utan; the big-eyed monkey; a golden-black monkey; wild hogs; deer — one, the mouse deer, is a little larger than a rabbit; snakes, varying in size from slender tiny ones to huge ones over six inches thick and several yards long; flying squirrels; flying-foxes; Malay, or honey-bears; alligators.)

Picture No. 3. The Johnsons in a tree-house in an African jungle.

1. Why did the Johnsons live in a tree-house? (A little cooler than on the ground; protection from prowling animals. More animals could be photographed from the tree-house than could be photographed from a house on the ground.) 2. What animals might they photograph from the tree-house? (Lion, leopard, wild hog, wolf, hyena, elephant, zebra, antelope.)

Picture No. 4. An ape caught by the Johnson camera in Borneo.

1. From these pictures, what can you learn about jungle life in Borneo? (Here plants grow very close together on the ground, and many of them grow to be very large. Notice the large leaves in Pictures No. 2 and 4. Notice, too, how close the plants grow together in Picture No. 4.) 2. What kind of animals like to live in the thick jungle? (Animals that live in trees and get their food from trees and other plants, and from animals that feed on plants. Animals of this kind are apes, birds, bats, sloths, snakes, and lizards.) 3. What kind of animal is seen in picture No. 4? (An ape.) 4. What are the differences between apes and monkeys? (Apes have no tails at all, or only very short ones. Apes are more intelligent than monkeys.)

Picture No. 5. An outrigger canoe on a South Sea Island.

1. Where are the South Sea Islands? (Use map on the lining pages and a globe or large wall map.) 2. Find the outrigger on the canoe. What do you think the outrigger is used for? (Keeps the boat from turning over.) 3. What does the native hold in his hands? (A paddle. He dips it into the water and pushes or pulls upon it to make the canoe move along and to guide it.) 4. What are the tall trees growing on the shore behind the native? (Coconut palms.) 5. Would you like to find out how natives of the South Sea Islands make outrigger canoes? Does this picture suggest other things you want to know? (Add them to the list of things to be explored for later.)

Picture No. 6. South Sea Island boys fishing.

1. With what are the boys fishing? (Spears. They stand looking into the water with spear lifted. When they see small sea animals which they wish to catch, they stick their spears into them and lift them out of the water.)

Picture No. 7. Driving goats from a mountain pasture in Norway.

1. Where is Norway? (On a globe or a world map locate Norway and the place where you live.) 2. Would the goats be taken to the mountain pastures in summer or in winter?

(In summer only. Then there is enough grass in the mountain pastures for the animals, and it would not be covered with snow.) 3. When would the goats be brought down? (When the first snow falls. When winter comes, the grass is soon covered by the snow.) 4. What are goats used for? (The hair or wool is used for making clothing, blankets, and rugs. Goats' milk is used in the same way that cows' milk is used — for drinking and for the making of cheese. The flesh of goats is sometimes used for food. The skin or hide of goats is used in the making of leather.)

5. How do you suppose goats are cared for in the mountains? (Boys, girls, or women stay in huts built near mountain pastures. During the day they look after the animals in the pastures and milk them. At night they keep the animals in pens.) 6. Would you like to stay in the mountains all summer and help care for a herd of goats? Why? 7. Would you like to read about some of the adventures of boys and girls who care for goats in the mountains? (Add this and other things you wish to know about to your list for later explorations in books.)

Picture No. 8. A herd of sheep coming down from the mountains.

1. When are sheep taken to mountain pastures? (In early summer when the grass is green in the pasture.) 2. Why aren't the sheep left on the mountains in winter? (Too cold. Lack of food.) 3. Why are they taken to the mountains in summer? (There is grass which may be used as valuable food for animals. Sheep and goats can easily climb the mountain side and eat the grass scattered among the rocks.) 4. What are sheep used for? (The flesh of the sheep is used for food. The wool is used for making clothing. The hide is made into leather. Sheep's milk is not used by people as goats' milk is.) 5. Do the animals in the picture appear to be fat or lean? (Fat.)

Picture No. 9. A coyote, an enemy of the sheep.

1. What pet animal does the coyote look like? (A dog.) 2. What is the coyote doing? (It is howling or barking. At night its cry can be heard a long way across the prairies. When

small creatures hear it, they scamper home to hide themselves.) 3. Do you know in what states coyotes live? (Use map of U.S. Coyotes live in states west of Minnesota, Missouri, Iowa, Arkansas, and Louisiana. A few in Canada. Some live in Northern Mexico. Coyotes hide in gulches, among rocks, and in tall grass and bushes. They eat mice, gophers, rabbits, and other small animals.) 4. In what way is the coyote an enemy of sheep? (Kills sheep at every opportunity. When hungry a coyote will eat a part of the sheep it kills, but it will kill sheep even when it is not hungry.) 5. Would you like to know how sheep-herders protect their sheep from the coyotes? What do sheep-herders' dogs do to protect the helpless sheep? Do you think of other things you would like to know about coyotes? (If so, write them down for later explorations in books.)

Picture No. 10. On a sheep ranch in Montana.

1. Where is Montana? (On a map of the United States locate Montana and the place where you live.) 2. Do you know in what other states besides Montana sheep are raised? (In every state. There are about 50,000,000 sheep in the United States. Most of them are raised in Texas, Wyoming, California, Colorado, Ohio, Oregon, and Utah.) 3. Do you know why the sheep are in corrals or pens? (To make it easy to catch them for shearing.) 4. What do sheep raisers do to their sheep at the beginning of warm weather? (Cut off the wool.) 5. What is this work called? (Shearing.) Does it hurt the sheep to have their wool sheared? (No. If their wool were not sheared, hot weather would cause the sheep to suffer with heat.) 6. Which sheep in the picture have been sheared? How can you tell? (Those in the narrow pen near the center of the picture. Their wool is short.) 7. Which sheep in the picture will be sheared next? (Those in the pen in right foreground. Notice how thick and curly their wool looks.) 8. Have the sheep in the pen on the left side of the picture been sheared? (No. They are lambs. Their wool is too short.)

9. Would you like to read how men and trained dogs live day and night with large herds or flocks of sheep in wild places,

and protect them from beasts and storms? Are there things that this picture makes you think about that you want to know? (Add them to your list of things to be explored for in books.)

Picture No. 11. Shearing with electric clippers.

1. Can you tell what the men in the picture are doing? (Shearing sheep.) 2. Can one man shear a sheep without help from other men? (Yes.) 3. What kind of shears do the men use to cut off the wool? (They use electric clippers which, except for being larger and stronger, are very much like clippers that barbers use to cut your hair.) 4. What will be done with the wool when it is sheared from the sheep? (Sent away to factories where it will be cleaned and made into cloth. About 400,000,000 pounds of wool is taken from sheep in the United States.)

Pictures No. 12 and 13. Elephants used as logging engines and as hay trucks in India.

1. Where have you seen elephants? (Zoos and circus.) 2. In what country besides India are there wild elephants? (Africa.) 3. Why do men tame elephants? (Make them work for them.) 4. What kinds of work do tamed elephants do? (Carry burdens, pull loads, carry men on hunting trips, watch over babies, perform in circuses.) 5. Do you think elephants make good work animals? Why? (They are very strong. Many of them are gentle and learn quickly and easily.) 6. Would you like to know how elephants are captured and trained, why their tusks are valuable, how they live together in a herd, or how a mother elephant cares for her baby? (Make a list of things you want to know about elephants. You may want to explore in books about them later.)

D. Group Activities Suggested for Optional Use

1. Make a collection of pictures which show different ways of exploring.

2. Pupils and teacher working together may organize for future use, questions which pupils wrote down following the dis-

cussion of each picture: (*a*) List on blackboard various subjects with which the questions deal, such as apes, sheep, goats, wolves, etc. (*b*) List individual questions pupils made under appropriate subjects. (*c*) Preserve final lists to guide future explorations in books.

3. Pupils may plan to give a program about interesting things found in books. The following program is suggestive:

1. Show and explain "The Most Interesting Picture I Ever Saw in a Book."
2. Read "The Most Interesting Story I Ever Found in a Book."
3. Read or tell information about "The Most Interesting Thing I Ever Found About An Animal in a Book."
4. Read or recite "The Most Interesting Poem I Ever Found." Children may suggest other things for the program.

4. Place on the bulletin board an outline map of the world. Locate on map the different countries shown in the pictures. Mark these places with pins and labels.

III. Adaptability of Selections in the Unit for Use in the Development of Important Reading Habits and Skills

A. Order of Selections in the Unit

1. Hunting for the Truth and Toto Tembo, pages 3–12
2. The Explorers' Club, pages 13–20
3. Animal Stories from Many Lands, and Taming Crookhorn, pages 21–29
4. Washing the Elephant, pages 30–36
5. Fishing in the South Seas, pages 37–43
6. A Shepherd Boy in the West, pages 44–56
7. The Public Library, and Guides for Our Library, pages 57–62
8. Finding Facts, pages 63–82
9. Discoveries in Poetry, pages 83–92

B. Classification of Selections

The following chart indicates which selections are best suited for use in developing a given reading habit or skill:

Reading Habits and Skills	Selections								
	1	2	3	4	5	6	7	8	9
1. Getting the main ideas	x	x	x	x	x	x			
2. Reading for details	x	x	x	x	x	x	x	x	
3. Drawing conclusions	x	x	x	x	x	x		x	
4. Locating information	x					x	x		
5. Selecting material read	x	x	x	x	x	x		x	
6. Organizing ideas	x	x		x	x	x		x	
7. Remembering ideas	x	x	x		x	x		x	
8. Oral reading			x	x					x

IV. Teaching the Individual Selections

HUNTING FOR THE TRUTH AND TOTO TEMBO

pages 3-12

A. Introducing the Story

This selection may be introduced by the teacher making some statement such as the following: "We have been looking at pictures and talking about things that explorers find. We have learned that all of us can become explorers in books, and that we can find important and interesting things in them to read. Now we are going to read a story that a man found in a book and read to his two children. It is a written record that Mrs. Martin Johnson, the explorer, made of something interesting she found in Africa."

B. Introductory Reading of the Story

This selection should probably be broken into two divi-

sions. The first division may include pages 3–8. Pupils may read this material silently, with or without a definite purpose. A satisfactory purpose is: *What are some of the things that a mother elephant does in taking care of her baby?*

The following questions may be used for discussion subsequent to the reading:

Page 3. 1. Find Mrs. Martin Johnson in Picture No. 2. 2. How were Benjamin and Beatrice being explorers? 3. What country was father reading about?

Page 4. Tell how Toto looked when he was born.

Page 5. 1. Why did Mom spank Toto even though he had been a good boy? 2. Why was it important for Toto to get his breath and for his blood to flow better? 3. Why did Toto not like his cousin? 4. What do you think might have happened to Toto if he had run away into the grasslands?

Page 6. 1. What did Mom teach Toto to do so that he could travel as fast as the grown elephants? 2. How did she give him a shower bath?

Page 8. 1. How do you think Mom felt about Mr. Johnson and his camera? 2. Why did she feel as she did?

The second division of this story includes pages 8–12. The reading may be preceded by a brief discussion, the purpose of which is to make the pupil aware of the fact that although he has learned he can become an explorer in books, he does not yet know how to use easy ways in which to find good things to read. The following questions may be used in this brief discussion: (1) Do you know how to find information on a question you want answered? (2) What are some of the books you can use? (Encyclopedia, dictionary.) (3) Why do we need to know how to find information on a question if we are going to be good explorers in books?

The material may be read silently. A suitable purpose is: *How can we use an encyclopedia?* The following questions may be used for discussion at the close of the reading:

Page 8. 1. What do you think Mother meant when she said that perhaps she and Father could help the children make discoveries? 2. What were the children hunting for? Why did they need them?

Page 9. 1. In what book did Mother suggest that the children look for help? 2. Is this book usually one book or a set of several books? 3. What are guide letters? What are they for? In which book did Bea look to find something about Africa? Why? 4. In which book, page 9, would you look for *elephant*?

Pages 10-12. 1. What words would you look up in a dictionary? (Those not understood.) 2. What are some of the questions that explorers try to answer? 3. Why do you think explorers are helpful people?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. What interesting things about elephants did you learn from this story? 2. What other things would you like to find out about elephants by exploring in books?

Other activities: 1. Have pupils find stories in other books about elephants. Encourage them to prepare to read these stories aloud to classmates. 2. Make a collection of pictures of elephants doing different things. 3. Give children practice in alphabetizing a list of words to give them understanding of arrangement of words in dictionary. Use these words as an alphabetizing exercise: red, index, map, lagoon, cat, bar, quiet, probably, zebra, atlas, glossary, custom, jump, slow, six, round gulch. 4. Have pupils use the dictionary to find meanings of words in the above list. 5. Study arrangement of words in the glossary, page 430. Discuss uses pupils may make of the glossary. 6. Discuss the arrangement of subjects of topics in an encyclopedia. 7. Let pupils choose a topic, locate information on it in an encyclopedia, and read it to the class.

D. Rereading the Selection for Specific Purposes

The following material provides illustrative but not exhaustive exercises on certain important reading skills. Other exercises on the same skills can be built, using other parts of the selection.

Copies of the exercises can be made so that a pupil may write the answers immediately after each item, or they may be used with an oral procedure, supplemented by the blackboard. For many of the exercises, as the teacher reads the statements or questions in order, the pupil records his answers on a paper numbered to correspond with the numbers in each exercise. In some organization exercises, as the teacher dictates each statement, the pupil writes it on a separate slip of paper and numbers it. Later he arranges the slips in the required sequence. For organization exercises that require outlining, the necessary beginnings may be copied on the blackboard. Exercises, such as locating information, may be used as class discussions.

1. *Getting the main ideas*

Which of these statements are true? Which are false?

1. The story of Toto Tembo tells some of the things that a mother elephant did to take care of her baby. 2. Benjamin and Beatrice did not know how to use an encyclopedia. 3. Answers to questions can be found in an encyclopedia. 4. The story of Toto Tembo is not a true story. 5. Mrs. Martin Johnson was not an explorer of elephants. 6. Mother elephants do not do things for their babies. 7. All elephants like other elephants. 8. Encyclopedias can be used to find truths about many things. 9. Benjamin and Beatrice were explorers in books. 10. All explorers travel to foreign countries. (True: 1, 2, 3, 8, 9.)

2. *Reading for details* (Using pages 4–8)

1. When Toto was born, were his legs weak or strong? 2. What color was Toto's hair when he was born? 3. With what did Toto's mother spank him? 4. How old was Toto's special nurse? 5. When would Toto's nurse hit him? 6. What would Toto do when he got hungry? 7. Where did Mrs. Johnson take pictures of the elephants? 8. How far did Toto go into the water? 9. What did Toto do when he had his shower bath? 10. With what did Toto's mother pull him to his feet? 11. When the two elephants walked away, which one went first?

3. *Drawing conclusions* (Using pages 4–8)

Which of the following statements are true?

1. Toto's mother was a good mother. 2. An elephant uses her trunk to do several different things. 3. Toto's mother was unkind when she spanked him. 4. Toto did not like his cousin because she did not like him. 5. Toto admired his mother because she was older than he. 6. Elephants like to be in water. (True: 1, 2, 6.)

4. *Locating information*

Look at the picture on page 9. In which book would you look to find answers to these questions:

1. Where do elephants live? 2. How many people live in the state of Iowa? 3. What are some of the different kinds of apples? 4. How many toes do cats have on their back feet? 5. Where are the South Sea Islands? 6. What kinds of animals do farmers raise in Norway? 7. Is the Colorado River a big river? 8. Where are sheep raised?

5. *Selecting material read*

Find the paragraphs that give the best answers to these questions:

1. Where did Mr. and Mrs. Johnson explore elephants? 2. How does an elephant look when it is born? 3. What are guide letters? 4. Why did Benjamin and Beatrice need to find

pictures? 5. Does a herd of elephants have much power? 6. How did Mom feel about the Johnsons?

6. *Organizing ideas* (Using pages 4–8)

Arrange these statements of events in the story in the order that the events happened:

1. The herd chose a cousin of Toto's to be his nurse. 2. Mom and Toto walked away when they saw Mr. Johnson with the camera. 3. Mom spanked Toto with her trunk to help him get his breath. 4. Toto walked out of the water hole and lay down in the grass. 5. Mom gave Toto a shower bath. (Correct sequence: 3, 1, 5, 4, 2.)

7. *Remembering ideas* (Using pages 4–8)

Suppose that you wanted to tell your friends some of the ways in which an elephant uses its trunk. Find the sentences in the story that tell the things you think you should try to remember.

THE EXPLORERS' CLUB

pages 13-20

A. Introducing the Story

The approach to this story may be made through an informal discussion. The following questions should be included:

1. What books have we learned are good to use in finding answers to questions? (Encyclopedia, dictionary.) 2. Do you know of other books we should learn to use in exploring in books? (Readers, library books, atlas, geographies, histories, magazines.) 3. Can you think of other things we need to learn to do in order to be good book explorers? (Think of questions to ask, find out if the information read is correct, plan to get the exploring done.)

B. Introductory Reading of the Story

The reading may be done silently. The following purpose is appropriate: *To discover what the boys and girls learned about being good book explorers.*

The following questions are suitable for subsequent discussion.

Page 13. 1. What do you think Ben was thinking about as he walked to school? 2. Why did Ben sit quietly and look at the maps and pictures while the other children were busy at work?

Page 14. 1. What club did Ben suggest that the class have? 2. What did he think the club should do? 3. Where did Beatrice say that explorers sometimes find what they are searching for?

Page 15. 1. How did the children like the idea of having an explorers' club? 2. Do all stories and pictures in books tell the truth? 3. How did the class decide to get books that give reliable, or correct answers? (Use glossary for meaning of *reliable.*)

Page 16. 1. What did Miss Turner offer to write on the board? 2. Why was it necessary for the children to make questions before they started exploring in books? (To guide or direct their exploration.) 3. What did the children's questions show that they wanted to explore about?

Page 17. 1. Who became the Head Explorer in the club? 2. Why do you think he was chosen?

Page 18. 1. Why did the club need a secretary? 2. How did the children do their voting? Why did Joseph object to keeping score? Why was it a good thing to have two people to read the names?

Pages 19-20. 1. Was the list of countries a good list? Why? 2. Why was it important for each child to choose only one country about which he wished to explore? (So that he would not try to do too much.) 3. Why was it a good thing for all the children who chose the same country to work as a committee of explorers, instead of each child working alone? (More books on each

country could be explored; children can check on each other's work.) 4. In what three kinds of books in their room did the children hunt for answers to their questions? What other books in school did they use, and where did they get them? What books did they think they could bring from home? 5. How long did Ben think the explorers should work before the club had its next meeting? What was to happen at this meeting?

C. Using the Selection to Realize the Purpose of the Unit

Discussion: 1. What three things must anyone do to be a good explorer in books? (Make questions he wants answered; choose books that tell the truth in which to find his answers; learn how to use these books.) 2. How can you be sure to get books that tell the truth? (Ask librarian; compare what the books say with the experience of people who know things that the book tells about.) Have you ever found that a book told something that was not true? What was it? 3. What are some of the books that a good explorer should know how to use? 4. Where could you get books to use in your exploring?

Other Activity: Encourage children to tell of interesting things they have found by exploring in books.

D. Rereading the Selection for Specific Purposes

1. *Getting the main ideas*

Which of these statements tells best what the whole story talks about?

1. Ben and Bea walked to school. 2. Librarians know which books tell things that are true. 3. Ben wanted to be an explorer. 4. The boys and girls in Miss Turner's room made plans for being explorers in books. 5. Explorers do many different things. 6. The boys and girls chose Ben to be Head Explorer. 7. Collecting books to read.

2. *Reading for details*

Which of the following statements are true?

1. All the children wanted to have an explorers' club. 2. Most boys and girls in Holland dress as boys and girls in America do.

3. Reliable answers are answers that are not true. 4. Joseph wanted to know what animals live in Africa. 5. Ben was chosen to be secretary of the club. 6. The children voted by raising their hands. 7. Each of the boys and girls chose two countries to read about. 8. The class was divided into committees. 9. Ben said he could bring his mother's encyclopedia to school. 10. Jenny said she would bring her new travel books. (True: 1, 2, 8.)

3. *Drawing conclusions*

Which statements are true?

1. Ben remembered the talk he had with his father and mother. 2. All things printed in books are true. 3. An explorer in books must have questions he wants answered. 4. It is better for a class to have committees working on a question than to have each person work alone. 5. It is better to use several books to find answers to a question than to use only one book. 6. There is more than one kind of explorer. 7. The boys and girls in Ben's class were more interested in finding out about animals in foreign countries than about animals in our country. 8. The children chose Ben to be Head Explorer because they liked him best. (True: 1, 4, 5, 6, 7.)

4. *Selecting material read*

Find the paragraphs that give good answers to these questions.

1. What are explorers doing now? 2. Why should anyone who hunts for answers in books use books that are reliable? 3. Why was the list of countries which the children chose a good one? 4. What different kinds of books did the children explore? 5. When is an explorer a careful explorer?

5. *Organizing ideas*

Following is a list of things the boys and girls in the story did in making plans for exploring in books. Arrange them in the order that they happened:

1. Decided to have an explorers' club. 2. Hunted in books

for answers to questions. 3. Chose a Head Explorer and a secretary. 4. Made questions they wanted answered. 5. Decided what countries to explore.

6. *Remembering ideas*

Find sentences and paragraphs in the story that you think tell things you should remember to tell your friends when giving the answers to these questions:

1. What do explorers do? 2. What kinds of books can be used to find answers to questions? 3. How can a class organize an explorers' club?

ANIMAL STORIES FROM MANY LANDS

pages 22-24

TAMING CROOKHORN

pages 25-29

A. Introducing the Story

This story may be approached by the teacher making some statement such as the following: "You will remember that Ben and Beatrice and their classmates organized an explorers' club. They learned some of the things they needed to know in order to be good explorers in books. Then they decided to explore for interesting things about animals in different countries, and to read the stories they found at the next meeting of the club. Do you remember what countries they chose? Today we are going to read about the next meeting of the club, and one of the stories the children found."

B. Introductory Reading of the Story

The first part (Animal Stories from Many Lands) may be read silently. Taming Crookhorn may be read silently also, or it may be read aloud by some pupil who reads well

at sight or who has read it in advance. A suitable purpose for the first part is: *What stories were to be read at the meeting of the Explorers' Club?* A purpose for the story, if read silently, is: *How did the children tame the goat?*

The following questions are appropriate for discussion following the reading:

Pages 22-24. 1. What different animals did the stories that the club decided to have read tell about? What countries were the stories about? 2. Do you think the list was a good selection of stories? Why?

Page 25. 1. What was Sidsel doing? How do you think the milk would be used? 2. What had Peter and John decided to do today? 3. What had Crookhorn done that made the boys decide she needed to be tamed?

Pages 26-27. 1. How had the boys planned to teach Crookhorn to follow the herd? 2. What happened to Peter when he took hold of the billygoat's horns?

Pages 28-29. 1. Why did Crookhorn have to follow the billygoat? 2. Was Crookhorn stubborn? How do you know? 3. What did the children do until it was time to take the goats home? 4. Had Crookhorn learned her lesson? How do you know?

C. Utilizing the Story to Realize the Purpose of the Unit

Discussion: 1. What do you think was interesting about this story? 2. What other things would be interesting to know about goats? 3. In what books could you find these things?

Other activity: Encourage pupils to explore in books for interesting things about goats. These may be read aloud to the class.

D. Rereading the Selection for Specific Purposes

1. *Getting the main ideas* (Using pages 25–29)

Which of these statements tells best what the whole story is about?

1. How the children tamed the goat. 2. Children's work in Norway. 3. How boys and goats play together. 4. Goats with crooked horns.

2. *Reading for details* (Using pages 25–29)

1. What was Sidsel doing alone in the farmyard? 2. Who were coming to see her? 3. How did the boys keep the goats together? 4. Where was Crookhorn? 5. Why was Peter's billygoat chosen to lead? 6. Did Peter's billygoat hurt him when they wrestled? 7. Why could the billygoat not follow the flock? 8. Why did Crookhorn have to follow? 9. What made Sidsel and the boys laugh? 10. What did the children do until it was time to bring the goats home?

3. *Drawing conclusions* (Using pages 25–29)

Which of the following statements are true?

1. Sidsel helped to do the work on the farm. 2. Crookhorn was a stubborn animal. 3. Peter's billygoat had not been tamed. 4. Peter was afraid of his billygoat. 5. Crookhorn was stronger than the billygoat. 6. At first Crookhorn was anxious to go with the billygoat. (True: 1, 2.)

4. *Selecting material read* (Using pages 25–29)

Find all the paragraphs that give answers to these questions:

1. Had the children planned before the time of the story to tame Crookhorn? 2. How strong was Peter's billygoat? 3. Was Crookhorn finally tamed? 4. Did the children live near the hills?

5. *Remembering ideas*

Suppose you wanted to tell how Sidsel and the boys tamed Crookhorn. Which of these things would you tell about?

1. Sidsel milked her goats. 2. Crookhorn was Sidsel's goat. 3. How the children used the rope. 4. Why they chose Peter's billygoat to be the leader. 5. What the billygoat did with

Crookhorn. 6. The games the children played. 7. How Peter and his billygoat wrestled. 8. How Crookhorn acted when the billygoat pulled her.

WASHING THE ELEPHANT

pages 30-36

A. Introducing the Story

This story may be introduced by some statement such as the following: "We have read one story about elephants, and we have talked about some of the things they do and where they live. The Explorers' Club found this story about an elephant in India. Perhaps we will find in it an answer to one of the questions we asked about these animals."

B. Introductory Reading of the Story

The story may be read orally by a pupil who reads well at sight, by one who has read it in advance, or it may be read silently by all pupils. The pronunciation of the strange names of the children may be taught before the story is read. (Use glossary.) A suitable purpose for silent reading is: *Did Totaram learn that the elephant was stupid or wise?*

The following questions may be used for discussion subsequent to reading:

Pages 30-31. 1. How do you know that Totaram knew who the keeper was? 2. What questions did the keeper ask him? 3. How do you think Totaram felt when he told the keeper he was not working? 4. What kind of work did the keeper want him to do? 5. Why do you think Totaram felt he was lucky to get work to do? 6. What did he do when he was given a job?

Page 32. 1. What work did Totaram's mother give him to do to keep him busy? 2. What had he done to the kitten?

3. Why did she call him "Little Hornet"? 4. Why do you suppose noon is a quiet time in India? (India is a warm country. In most hot countries little work is done in the middle of the day. Recall the siesta of Mexico.) 5. What did Totaram do at noon on Wednesday?

Page 33. 1. What did the keeper mean when he asked Totaram if he were a squirrel? 2. What did Totaram do when the elephant lay down in the water? 3. Did Totaram think that the work took a long time? How do you know?

Pages 34-35. 1. Who went with Totaram when he went to the pool on Saturday? 2. Why do you think he was not afraid of the elephant this time? 3. How do you know that Totaram's friends thought the elephant was large? 4. What happened when Totaram jumped up and down on the elephant's back?

Page 36. 1. What things did Totaram say he would never do again if the elephant would put him down? 2. In what way did he change his mind about the elephant?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. What new and interesting things did you learn about elephants from this story? 2. What questions about elephants do you still want to find answers for? 3. Where can you get books to use for this work?

Other Activity: Find out the ways in which elephants are used in India. Pupils who do this should tell what they find to the class.

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which of these statements are true?

1. The story tells how an elephant taught a boy a lesson. 2. An elephant is not as stupid as he may look. 3. Totaram taught the elephant not to be so stupid. 4. The elephant taught Totaram not to tease his sister's kitten. 5. The story tells how the people in Totaram's family did their work. 6. The story tells how people in India use elephants. (True: 1, 2, 4)

2. *Reading for details*

1. Who was the man who spoke to Totaram when he was lying under a tree? 2. What was Totaram's father doing? 3. On what days did the man want Totaram to wash the elephant? 4. What did Totaram use to scrub the elephant? 5. At what time did Totaram go to the pool on Wednesday? 6. How little did Totaram feel when he saw the elephant? 7. Where did Totaram's friends go with him on Saturday? 8. What did Totaram say about the elephant? 9. How many times did the elephant duck Totaram? 10. What did Totaram say when he was asleep?

3. *Drawing conclusions*

Choose the best ending for each sentence:

1. When Totaram got his job he was (glad, sorry, angry). 2. Totaram thought that the elephant was (afraid of him, dumb, lazy). 3. Totaram stopped teasing the kitten because (the elephant teased him, his sister asked him not to, he got a job). 4. Totaram's family must have been (rich, poor, very large). 5. The elephant punished Totaram because (he had teased the kitten, he said she was stupid, he jumped up and down on her back).

4. *Selecting material read*

Find the sentences or paragraphs that help to answer these questions:

1. How did Totaram feel about getting a job? 2. What did the elephant do to Totaram? 3. How big was the elephant? 4. Did Totaram decide that the elephant was not stupid?

5. *Organizing ideas*

Arrange these statements in the order that they occurred in the story:

1. Totaram's mother found him in the jungle fast asleep. 2. Totaram jumped up and down on the elephant's back. 3. The elephant ducked him. 4. Totaram's friends went to

the pool with him. 5. Totaram was frightened when he saw the elephant. (Correct sequence: 5, 4, 2, 3, 1.)

FISHING IN THE SOUTH SEAS

pages 37-43

A. Introducing the Story

Discuss the picture on page 37. What is the boy doing? Compare with Picture No. 6. What are the boys in Picture No. 6 fishing for? (Shrimp.) Discuss the picture on page 41. Identify the outriggers. Compare with Picture No. 5. Ask pupils what they think this story tells about.

B. Introductory Reading of the Story

The story may be read silently. Suitable purposes are: 1. *In what different ways do people fish in the South Sea Islands?* 2. *In what way is a swordfish dangerous?* 3. *How did Teiki become a hero?*

Note: Use the glossary for pronunciation of Teiki before the reading begins.

The following questions may be used for discussion:

Page 37. 1. Why do you think Teiki chose the rock as a good place for fishing? 2. Why was it hard to spear the fish? 3. In what way do you think fish in the South Seas differ from fish you see in our country?

Pages 38-39. 1. Why do you suppose Teiki held the points of his spear below the water? 2. Why did he stop fishing? 3. What else could Teiki catch with a spear? 4. In what way did Teiki like to fish best? 5. Why would a canoe with an outrigger be safer than one without an outrigger?

Pages 40-41. 1. For what kind of fish was the net used? 2. Can you explain how the net was used? 3. How did the men know that they had caught a huge fish? 4. What caused Teiki to become excited?

Pages 42-43. 1. How do you know that the swordfish was

a strong one? 2. What damage did the fish do to the canoe? 3. Why was this experience a new one for the fishermen? 4. What made Teiki a hero?

C. Utilizing the Story to Realize the Purpose of the Unit

Discussion: 1. What interesting things did you find in this story? 2. What other things would you like to know about the South Sea Islands?

Other Activity: Collect pictures about life on the South Sea Islands.

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which statement tells best what the whole story is about?

1. A battle with a swordfish. 2. How outrigger canoes are used. 3. Kinds of fish in the South Seas. 4. Fishing in the South Seas. 5. Fishing with spears. 6. Things a swordfish can do. 7. Teiki becomes a hero.

2. *Reading for details* (Using pages 37–39)

Which statements are true?

1. It was hard to spear fish. 2. All the fish in the South Seas are white. 3. When Teiki fished with a spear he held his spear just above the water. 4. Teiki speared the fish that were too fast for him. 5. Teiki speared seven fish. 6. Shrimps moved more slowly than the fish. 7. Teiki took the shrimps he caught to his mother. 8. Teiki liked to go fishing in an outrigger canoe. 9. The outrigger was not fastened to the canoe. 10. The outrigger kept the canoe from upsetting. (True: 1, 3, 7, 8, 10.)

3. *Drawing conclusions*

Which is the best ending for the sentences?

1. Teiki was (a good fisherman, a poor fisherman, so slow he couldn't catch fish). 2. The water near the shores in the South Sea Islands is (muddy, rough, clear). 3. In the South Seas there are (only two kinds of fish, many kinds of fish, only very large

fish). 4. An outrigger on a canoe makes it (prettier, safer, smaller). 5. Swordfish are (dangerous, tame, small). 6. Swordfish are (slow, very strong, shaped like a sword).

4. *Selecting material read*

Find the sentences or paragraphs that answer these questions:

1. Are shrimp quicker than the other kinds of fish that Teiki caught? 2. Did the fishermen often catch a swordfish? 3. Why is an outrigger used on a canoe? 4. What happened to the boat when the swordfish struck it? 5. Was it easy for Teiki to spear fish?

5. *Organizing ideas* (Using pages 40–42)

Arrange these statements of events in the order that they happened:

1. The swordfish struck the boat. 2. The men began to haul in the net. 3. The swordfish struggled in the net. 4. Teiki was knocked into the water. 5. The swordfish escaped. (Correct sequence: 2, 3, 1, 4, 5.)

6. *Remembering ideas*

Find the paragraphs that tell things you would try to remember if you were planning to explain the adventure with the swordfish.

A SHEPHERD BOY IN THE WEST

pages 45-56

A. Introducing the Story

Discuss the pictures on pages 44 and 45. Raise the following questions:

1. What kind of a home do the pictures show? (Ranch home in California.) 2. What animals are raised by the people who live here? (Sheep.) 3. Do you suppose the sheep stay on the ranch all the year around? (Taken to mountain pastures for

summer.) 4. What are some of the things we have learned about raising sheep? 5. What do you think this story tells about?

B. Introductory Reading of the Story

The reading of the story should be broken into two divisions. The first division ends with the second paragraph on page 51. This material may be read silently, with or without a given purpose. A satisfactory purpose is: *How are sheep taken from the ranch to the foothills in the mountains?*

The following questions may be used for discussion subsequent to the reading:

Page 45. 1. Why had Beno's father not taken him on one of his trips to the mountains before? 2. Why do you think Beno wanted to go?

Page 46. 1. How did Beno's mother help to prepare for the trip? 2. What things did Beno decide to take with him? 3. How do you think he would use these things?

Page 47. 1. Why do you think the herders and the sheep started before Beno and his father did? 2. How large were the herds? 3. How did Beno and his father travel? What do you think were in the packs behind the saddle? Why did Father carry a gun? (See picture, page 47.)

Pages 48-49. 1. How did the dogs help the herders as the sheep traveled along the roads? 2. What did the sheep do when they reached the open range? 3. How did Beno feel the first night? Where did he sleep? Would you like to sleep out in the open? Why? 4. Why was it important to keep the sheep from spreading too far apart?

Pages 50-51. 1. Why did Beno have time to ride off into the foothills? 2. Who saw the rattlesnake first? Who killed it? What did Beno do with the rattles?

The second division of the story may be read silently. A suitable purpose is: *What adventures did Beno have in the mountains during the summer?*

The following questions are suggested for discussion:

Pages 51-53. 1. How long did it take them to get to the steep mountains? 2. Where did Beno and his father decide to stay? Where did the herders and the sheep go? How were the herders to get supplies from time to time? 3. Where did the stampede happen? 4. What had frightened the sheep? 5. Who kept the sheep from running over the cliff? How did he do it? 6. What would have happened if the sheep had run over the cliff?

Pages 54-55. 1. Where did Beno and his father stay that night? 2. What animals are enemies of sheep? 3. How are the sheep protected from them? 4. What was the most fun that Beno had in the mountains during the summer? 5. When was it time to take the sheep back to the ranch?

Page 56. What had happened at home while Beno and his father were away?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. What new things did you learn about sheep and their care from reading this story? 2. What other things would you like to know about sheep? 3. What books in your school can you use to find the things you want to know?

Other Activities: 1. Appoint committees to find answers to questions that the class asks about sheep. 2. Teach pupils how to use the index of a book.

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which sentences are true?

1. The whole story tells about Beno's father killing a rattlesnake. 2. There is much work and there are many dangers in caring for sheep in the mountains. 3. The whole story tells about keeping sheep in the mountains during the summer. 4. The whole story tells about Beno's adventures in traveling to the mountains and in camping there during the summer. (True: 2, 4.)

2. *Reading for details* (Using pages 53–54)

1. Who was the man on the horse? 2. For whom did he work? 3. Where did Beno and his father go with the man? 4. Where did Beno and his father eat supper? 5. Where did Beno and his father sleep that night? 6. What animal did Beno hear that night? 7. What frightened it away? 8. What animals sometimes bother the sheep? 9. What do they do to the sheep? 10. What does a good dog do when these animals appear?

3. *Drawing conclusions*

Which of these sentences are true?

1. Beno's mother did not help to get ready for the trip. 2. The sheep traveled faster on the range than on the highway. 3. It was colder in the mountains than at the ranch. 4. A pack horse can go places where a camp wagon cannot be taken. 5. The stampede of the sheep was caused by their being frightened. 6. A forest ranger does more than one kind of work. 7. Sheep dogs do only one kind of work. (True: 3, 4, 5, 6.)

4. *Locating information*

Find the word or words in each question which you would look for in the index of a book to find in that book an answer to the question. (*Note:* in this first exercise those words are set in italic type.)

1. Where are *sheep* raised? 2. For what is *wool used*? 3. What are the *enemies* of *sheep*? 4. What *food* do *sheep* eat? 5. How large are *sheep ranches*? 6. How are *sheep sheared*? 7. Where in the United States are most *sheep ranges*?

5. *Selecting material read*

Find the paragraphs that answer these questions:

1. How do dogs help manage sheep? 2. What animals bothered the sheep? 3. How did Beno's father kill the rattlesnake? 4. What do bears do to sheep? 5. Where did Beno's father and the herders get their supplies?

6. *Organizing ideas* (Using page 52)

Arrange the following events in the order that they happened:

1. Beno's father saw a bear. 2. The sheep started to run. 3. Henry drove the sheep away from a cliff. 4. A forest ranger stopped the sheep from running. 5. Beno was afraid that the sheep would run over the cliff.

7. *Remembering ideas*

Find ideas in the story that you would try to remember if you were going to tell your friends about these topics:

1. How dogs take care of sheep. 2. Dangers that come to sheep in the mountains. 3. How sheep are taken to the mountains.

THE PUBLIC LIBRARY

pages 57-58

GUIDES FOR OUR LIBRARY

pages 59-62

A. Introducing the Stories

The approach to these stories may be made by the teacher making some statement such as the following: "We have read how the Explorers' Club decided to explore in books for interesting things about animals in different countries. At the last meeting of the club, four stories that the children found about goats, elephants, fish, and sheep were read. We have just finished reading the last of the four stories.

"For their next meeting, the club decided to make reports on other animals. Where do you suppose they got the books they needed? Do you think we need to know how to use the public library to find answers to questions? Perhaps the stories we are going to read now will help us."

B. Introductory Reading of the Stories

The stories may be read silently. Suitable purposes are: *What library guides should we know how to use in order to find stories that answer a question? What guides should we have in our room library?*

The following questions are suggested for discussion:

Page 57. 1. Where do you suppose the children got more books and magazines about animals? Where did Joseph and Robert get theirs? 2. Why did Jenny think the club should go to the public library? 3. Why did Miss Turner talk to the librarian before the club went? 4. Why did the children need to take pencils and notebooks to the library?

Page 58. 1. Why was it a good thing for the children to make a list of the animals they wanted to find things about? 2. What did Miss Turner show the children about the card catalogue? 3. What different things did the children use in finding interesting things about animals? (Books, encyclopedia, card catalogue, picture folders.)

Pages 59-60. 1. Why are library guides important things for book explorers to learn to use? 2. What is a card catalogue? Could you make one for the books in your room? How would you make it? 3. How could a scrapbook be of help in finding answers to questions? 4. How could a book list be of help?

Pages 61-62. 1. How did Marjory want to make a picture file? Of what help would a picture file be? 2. What library guides did the class decide to make for their room? How was the work divided?

C. Using the Stories to Realize the Purpose of the Unit

Discussion: 1. Why was it a good thing for the children to learn to use the public library? 2. Why was it a good thing for them to make guides to use in their own room? 3. What library guides can we make for our room?

Other Activities: 1. If there are many individual books in the classroom, the pupils may make a card catalogue of them by

titles. They may also catalogue them in terms of the topics treated in them. 2. Pupils may collect pictures on various subjects and make a picture file. 3. Pupils may make lists of stories in terms of subjects on which they wish to collect information.

D. Rereading the Stories for Specific Purposes

1. *Reading for details* (Using pages 59–62)

1. Did Betty think it was easy or hard to find things in the library? 2. Do guides make it easy or hard to find things in a library? 3. What did Donald say should be written on the cards? 4. What did Bea say the scrapbook would be like? 5. Where did Jean suggest that the posters be put? 6. How many library files did Ben say the class would need?

2. *Locating information*

Arrange the following list of books alphabetically by names of the authors:

1. Stone, A. B.	Farming in Holland
2. Baker, T. J.	Birds of the Rockies
3. Curtis, B. E.	Beasts of the Forest
4. Barker, S. A.	Airplanes and Airships
5. Tyler, P. W.	Travel Old and New
6. Frank, L. M.	The Story of Cotton
7. Murphy, C. D.	Ranch Life in the West
8. Ford, W. A.	Animals of Mexico

Arrange the same list alphabetically by titles. (In arranging by titles have children understand that the author's name comes after the title and that "The" at the beginning of a title is not used as a guide. *The Story of Cotton* is listed as "Story of Cotton, The" under the letter S.)

Classify the books under the following subject titles:

Agriculture (Farming)
Animals
Travel

FINDING FACTS

pages 63-82

A. Introduction to Story

The story may be introduced by the following statement: "The Explorers' Club found many interesting things at the public library about animals. At their next meeting, the children planned the reports they would give about what they found. What animals do you suppose their reports told about? Perhaps you will find in this story important things about some of the animals you want to know about."

B. Introductory Reading of the Story

The story should be read in three divisions. The first division ends at the bottom of page 68. This material may be read silently, or perhaps the class would prefer to have individual pupils who have read in advance or who read well at sight to read orally the two individual reports beginning on pages 65 and 67 respectively.

The following questions are suggested for discussion:

Page 63. 1. For what purpose did the Explorers' Club meet the next day? 2. What trouble did Jane think the children would have with their reports? 3. What animals did Robert suggest that the reports be about? 4. What animals did the children decide to talk about? What are the domestic animals? What is another name for them?

Page 64. 1. What three kinds of reports were to be given? 2. In what two ways were the reports to be given? 3. Were you surprised when Ben said that Mary would tell about domestic animals in the Antarctic? Why?

Pages 65-66. 1. Why are there no domestic animals at the South Pole? 2. Why do people not live at the South Pole? 3. What animals live near the South Pole? Why do you think they live in the sea?

Pages 67-68. 1. What domestic animals live in the Samoan Islands? 2. In which way do these animals live that they would not live in our country? 3. What kinds of fish do the people eat? 4. How do they catch the octopus? 5. What did the children find out about pigs?

The second division ends on page 76. The following questions are suitable for discussion:

Page 69. 1. What did the early horses in Asia look like? 2. How did the horse travel from Asia to America? (Locate Isthmus of Panama and Isthmus of Suez on map.) Where was this land bridge?

Pages 70-71. 1. What became of these early horses in America? 2. Where did the Indian ponies come from? 3. What are draft horses? Where did they come from? What kinds of work have you seen them do?

Pages 72-73. 1. What are the other two kinds of horses? What are they used for? 2. What is meant by breaking in a horse? 3. What are the five things to do in taking good care of a horse? 4. What food is good for him?

Pages 74-75. 1. How do you know that dogs have been tamed for many years? 2. What are the six big groups of dogs? 3. What is the strange thing about greyhounds? 4. What well-known dogs are spaniels?

Page 76. 1. What are hounds used for? 2. Tell one important thing about each group of dogs. 3. Do you have a dog? To which group does he belong?

The reading of the third division completes the entire selection. The following questions are suggested for discussion:

Pages 77-78. 1. Why do you think the water buffalo is called a water buffalo? 2. Where does it live? 3. What kind of work does it do? 4. In what way is it useful to man?

Page 79. 1. How are elephants in Asia tamed? 2. Why do you suppose men want the ivory tusks? 3. What do elephants use for food? 4. How are elephants protected?

Page 81. 1. Where do pygmy elephants live? 2. Tell three ways in which the elephants in Africa differ from those in India.

C. Utilizing the Story to Realize the Purpose of the Unit

Discussion: 1. What animals did you learn something new about from reading this story? 2. What were some of the interesting things you learned about them? 3. What other things would you like to know about one of these animals?

Other Activities: 1. Encourage pupils to find other stories about some of the animals in this story. These stories may be read to the class after preparation. 2. Have pupils make a chart showing differences among the six groups of dogs. 3. Find out how a dog should be cared for.

D. Rereading the Story for Specific Purposes

1. *Reading for details* (Using pages 67–68)

Which statements are true?

1. There are only three kinds of domestic animals in the Samoan Islands. 2. In the Samoan Islands domestic animals live part of the time in the house. 3. The houses in these islands are made of brick. 4. People in these islands cannot eat fish. 5. We know that people in the islands do not eat jellyfish. 6. Margaret asked Dick how the people caught jellyfish. 7. Pigs are not domestic animals. 8. People on the islands use needles made of the stem of palm leaves. (True: 1, 2, 8.)

2. *Drawing conclusions* (Using pages 69–73)

Find the best ending for each sentence:

1. Horses that we have now are heavier than the first horses because (they are larger, they are tame, they do not have five toes). 2. We know that some of the first wild horses came to America because (they did not all stay in Asia, their bones have been found here, they were smaller than our horses). 3. When Columbus discovered America, the Indians had no horses because (there were no horses in this country, all the horses were wild, the Indians did not know how to ride them). 4. Draft horses are

better than other kinds of horses for heavy work because (they can run faster, they weigh less, they are larger).

3. *Selecting material read*

Find the sentences that answer these questions:

1. What different foods do animals eat? 2. In what ways do people use animals?

4. *Organizing ideas* (Using pages 73–76)

Make an outline of the different kinds of dogs. Here is a beginning:

Kinds of Dogs

I. Wolf dogs

II. Greyhounds
- A. Collies
- B. Sheep dogs

III.
- A.
- B.
- C.

IV.
- A.
- B.

V.
- A.
- B.

VI.
- A.
- B.
- C.
- D.

5. *Remembering ideas*

Have pupils find those ideas in the story which would be important to remember in telling about the history of animals.

DISCOVERIES IN POETRY

pages 83-92

A. Introducing the Selections

This material may be approached by using a statement similar to the following: "Explorers in books often hunt for

good poems to read as well as interesting stories and answers to questions. The Explorers' Club decided to have a meeting at which they would read poems, and to invite their mothers to the meeting. Now we are going to see how the children planned for the meeting, and we shall read aloud the poems they read."

B. Reading the Selections

Read pages 83–85 silently. Allow individual pupils to read individual poems aloud. The class may wish to read some poems in concert. Allow pupils opportunity to comment on the poems and to ask questions, but do not quiz. Use as many of the poems as needed for a first lesson. Use the remainder for a subsequent lesson. Encourage pupils to bring other poems about animals to school, and to read them aloud to the class.

V. Suggested Activities for the Unit as a Whole

These are merely suggestions of different activities from which the class may choose one or more things to do in furthering its reading interests.

1. Have pupils choose a country and try to find pictures of the different animals that live there. A short report can be written about each animal for which a picture is found. Pictures and reports can be placed in a scrapbook in alphabetical order.

2. Make a card catalogue of the animals that live in North America. On each card write the names of the books that can be found about a given animal. Make a note which will tell where the different books can be found — in room library, school library, or public library.

3. Start a picture file of animals and countries.

4. Using the list of questions (prepared in IID after discussing the pictures) as a guide for their exploration in books, pupils

should be encouraged to do the following things: (*a*) collect books and magazines which contain information answering the questions; (*b*) read the books and other sources to find answers to questions; (*c*) report orally the answers found; (*d*) write short reports of answers found; (*e*) The class may select a topic or problem which they will handle in the same way as the book children in the unit handled their topic (Animals in Different Countries). This work may parallel the reading of the unit.

VI. A Written Test on Basal Concepts

1. What is an explorer?
2. List three different kinds of places where explorers search for truth.
3. What kind of explorer can a child easily become?
4. Name two kinds of records explorers make.
5. Name three animals that live in jungles.
6. Why are sheep and goats sometimes driven to the mountains in summer?
7. How are fish caught by people who live in the South Sea Islands?
8. What is an outrigger canoe?
9. What is the outrigger for?
10. Why are sheep sheared?
11. What is done with the wool?
12. In what way is the coyote an enemy of sheep?
13. What kinds of work do elephants do?
14. Why do Indian elephants make good work animals?
15. Name three states in our country where many sheep are raised.

UNIT TWO

CHILDREN OF THE SOUTH SEAS

I. Purpose of the Unit

The purpose of this unit is to give pupils an understanding of some of the customs and activities of people who are now living in a primitive civilization in the South Sea Islands, to show that the nature of their customs and activities is influenced by environmental factors, and to stimulate an interest in reading about people living in foreign countries.

II. Preparation for Reading the Unit

(*The Reading-Readiness Approach*)

A. Basal Concepts to be Developed

These concepts are developed through the use of pictures and informal discussion before the unit is read.

1. Fiji Islands
2. How houses are built in Fiji
3. Clothing worn by natives of Fiji
4. Primitive
5. Samoa
6. How houses are built in Samoa
7. Wicker curtains
8. Grass mats
9. Rattan
10. Fishing in the South Seas
11. Weaving
12. Fishing village
13. Borneo
14. Travel in South Sea Islands
15. The Manus Tribe
16. How houses of the Manus Tribe are built
17. Rainfall in South Sea Islands
18. Temperature in South Sea Islands
19. Abundance of tall grass in South Sea Islands
20. New Guinea
21. Trading among natives of South Sea Islands
22. Bamboo

Ewing Galloway

1. *Building a house in the Fiji Islands.*

Of what are the walls made? Of what do you suppose the roof will be made? See next page.

2. A Fiji Island school.

Burton Holmes, from Ewing Galloway

How does this school differ from yours? Would you call this school primitive or modern? Why?

Ewing Galloway

3. *A house on the island of Samoa.*

How does this house differ from the Fijian houses in pictures one and two? Why do you think houses in the South Sea Islands are made of grass?

Why do you suppose Samoans use wicker curtains for walls? Would you call this a primitive house? Why?

Ewing Galloway

4. *A Fiji woman making a large mat.*

What do you suppose the mats will be used for? Are the children helping, or are they just having their pictures taken?

Ewing Galloway

5. *In New Guinea. Weaving a fish trap of rattan.*

How do you suppose this trap will be used? In how many different ways are fish caught? Tell about as many ways as you can.

Ewing Galloway

6. *A well-kept primitive grass hut in South Africa.*

In what way is this hut like those in the South Sea Islands? With what is the floor covered? What furniture is in this house? What different kinds of weaving do you see?

7. *A fishing village near Borneo.* *Gendereau*

8. *Children of the Manus Tribe living near New Guinea.*

On a dark night, how would you like to hurry home over these sidewalks? Why are the houses built on poles? How do these people travel from village to village?

American Museum of Natural History, New York

9. *A Manus family in a large outrigger canoe.*

Perhaps they have been on a trading trip to another island. Can you see the pots they have bought?

B. Oral Vocabulary to be Used and Understood During the Discussion

South Sea Islands
Fiji Islands
Fijian
New Guinea
Borneo
Manus people
native
Samoa
Samoan
fishing village
upright
primitive
modern
horizontal
fish trap
grass mat
rattan
poling or punting a canoe
Manus Island
temperature
environmental factors
(The many different things in one's surroundings.)
grass huts
pandanus tree
bamboo poles
palm tree
furnishings
rainfall

C. Suggested Questions for Discussion

Introductory Discussion (pages 93-94)

1. What is the title of this unit? 2. What do you expect the stories in the unit to tell you? (Things that children of the South Seas do.) 3. In what part of the world are the South Sea Islands? (Widely distributed over southern part of Pacific Ocean.) Use world map or globe. Locate Fiji, Samoa, New Guinea, and Borneo. (Pictures from these islands are to be used later.) 4. In what group of islands does the Manus tribe live? (Use map page 94.) 5. What direction are the South Sea Islands from us? (About 6000 miles southwest of San Francisco.) 6. What do you know about the people of the South Seas? (Pupils may recall what they have read or heard. They read the story of Teiki in Unit I.) 7. Do you know ways in which people of the South Sea Islands live differently from the ways we live here? (If pupils know of no differences, the picture on page 93 may help to suggest differences in the shape, size, materials, and construction of homes.) 8. What other differences would you like to know about?

Picture No. 1. Building a house in the Fiji Islands.

1. Of what are the walls made? (Grass. The framework of the walls is made of bamboo poles.) 2. Of what do you suppose the roof will be made? (See Pictures Nos. 3 and 4. Grass, sugar cane, or leaves of pandanus trees or palm trees.) 3. Do

you think the Fiji Islands have cold weather? (Weather is mild. Never cold or very hot.) 4. What is the man doing in the picture? (Tying the horizontal poles to the upright framework with grass ropes, perhaps. The horizontal poles hold the grass of the walls in place.) 5. What kind of clothing does the native wear? (Cotton cloth skirt. He holds a cotton jacket on his arm to keep the sharp edges of the grass from cutting him.) 6. If the weather is never cold in Fiji, why do natives build houses? (Much rain falls here. Natives need homes to protect themselves and belongings.) 7. Do they need houses to protect them from wild beasts? (No. No large wild beasts live there. There are many insects. Grass houses give little protection against them.)

Picture No. 2. A Fiji Island School.

1. Of what is the school house made? (Grass and poles.) Do you suppose the children do their work inside of this school house? (Most of the work is done out-of-doors. The house is used only when it rains.) 2. Would you expect to find desks and a blackboard in the schoolhouse? Why or why not? (Children sit on the floor. House too dark for blackboard. They use the sand of the school yard as a blackboard and write upon it with sticks.) 3. In what other ways does this school differ from yours? (Children may mention size and shape of building, nature of construction materials, appearance of building, kinds of work children in school do, number of pupils, etc.) 4. Would you call this school primitive or modern? Why? (*Primitive* means crude, simple, old-fashioned, out-of-date. *Modern* means new, recent, up-to-date. Children may decide which of these words best describe the school in Fiji.)

5. Do you think the Fiji children are proud of their school? (Tell the children that about a hundred years ago all the natives of Fiji were wild savages. None of them knew how to read or write. Then white men went to the islands and began teaching the natives many things about the ways in which white men live. They taught them about schools. The natives later built their own schools. While their schools may seem crude to us,

they are so much better than none at all that the natives are proud of them.) 6. Which person in the picture is the teacher? (The young man in white clothes. Probably he learned how to teach school in Suva, the capitol city of Fiji.) 7. Where are the Fiji Islands?

Picture No. 3. A house on the island of Samoa.

1. How does this house differ from the Fijian houses in Pictures Nos. 1 and 2? (This house is taller, larger and stronger.) 2. Why do you think houses in the South Sea Islands are made of grass? (The weather is mild, grass is very plentiful, and grass houses are easily made.) 3. Why do you suppose Samoans use wicker curtains for walls? (Wicker curtains can be lowered when it rains and raised when the weather is good. Houses with wicker curtains are cooler than those with thick grass walls.) 4. Would you call this a primitive house? Why? (Read the answer to Question No. 4, Picture No. 2, and let children decide.)

5. Why do you suppose the floor of the house is so much higher than the ground? (Heavy rains fall in Samoa. When the ground is covered with water the floor will be dry. One of the Samoan Islands, Tutiula, has belonged to the United States since 1875. Since then we have built a naval base at Pago Pago, the principal harbor. When in the South Seas, our ships may go here for protection, coal, or other supplies if needed.) 6. What kind of dress does the native wear? (A loose skirt and sleeveless shirt, no shoes or hat.) 7. Which has the darker skin — the Fijians or the Samoans? (The Fijians are darker. Samoans are olive in color.) 8. Look at the background of the picture. Would you expect to find jungles in Samoa? (Compare this picture with Pictures Nos. 2, 3, and 4, in Unit I. There are jungles in Samoa just as there are jungles in Borneo and in Africa.)

Picture No. 4. A Fiji woman making a large mat.

1. What is the mat made of? (Grass.) 2. What do you suppose the mat will be used for? (As a floor covering for a grass

hut, or as a table upon which food will be served.) 3. Are the children helping? (Perhaps the five children in white dresses are helping. The other child is not old enough to work.) 4. What can the children do to help? (Get the material ready. They can split the broad leaves in narrow strips. Only narrow strips are used in weaving. The leaves that are to be torn into narrow strips are in the right foreground of picture. Children can also weave as the woman watches to see that they make no mistakes.) 5. Can you find the house where the woman lives? (Background.) 6. What has been done to hold the grass on the roof in place? (Heavy poles have been placed upon it.) 7. Would you like to live on a Fiji Island? Why?

Picture No. 5. In New Guinea. Weaving a fish trap of rattan.

1. What is rattan? (Rattan is a plant with long, strong stems which bend easily without breaking. The stems can be tied together like strips of leather.) 2. What will the trap look like when finished? (Like a deep basket with a round, open top about one foot wide.) 3. How do you suppose the trap will be used? (Food that fish like will be put into the trap. The trap will then be set in water with the opening upward and two or three feet below the top of the water. When the trap is set the fishermen go away. Fish will then swim through the opening into the trap to get the food. Later the fishermen will quietly return and lift the trap from the water before the fish can escape.) 4. In how many different ways are fish caught? (Give children opportunity to recall the different ways of fishing which are explained in the selections, Fishing in the South Seas, pp. 37–43, and Animals in the Samoan Islands, pp. 67–68. Fish are caught with spears, nets, sticks, traps, and with hooks which the natives get by trading with white men.)

Picture No. 6. A well-kept primitive grass hut in South Africa.

1. In what way is this hut like those in the South Sea Islands? (It is made of grass. The floor is the ground covered with mats.) 2. In what ways is this hut different from those in the South Sea Islands? (Pictures Nos. 1, 2, 3. This hut is round in shape.

It is made of poles set in the ground and woven together. Inside the hut are poles which hold up the roof. The door of this hut is small and low.) 3. What furniture is in this house? (A low stool upon which the woman is sitting.) 4. What different kinds of weaving do you see? (Mats on the floor, a woven basket, two small shallow trays, a bag, two wall mats, and two strips used to decorate the posts in the middle of the hut.)

Picture No. 7. A fishing village near Borneo.

1. Would you call this a primitive village? Why? 2. What are the houses made of? (Grass and poles.) 3. Why are the houses built on poles over the water? (Weather is hot. Nearness to water makes huts cooler. Waste materials are thrown into the sea and carried away by waves and tide. Mosquitoes keep away from salt water. Natives travel along sea shore in boats. You might tell the children that the custom was started long ago when wild tribes living in separate villages fought each other. Houses built on poles could be more easily protected than huts built on land.) 4. On a dark night, how would you like to hurry home over these sidewalks? (Let children decide.)

5. Do you know what kind of clothing the native walking on the sidewalk is wearing? (A long shawl made of bark. To make bark cloth the native women strip bark from a tree which is similar to the mulberry tree that grows in this country. Strips of bark are placed with edges overlapping on a smooth log. The edges are then beaten with a heavy polished stick until they stick together and the bark is soft. Samples of bark may be seen in museums. It is commonly called tapa cloth.)

Picture No. 8. Children of the Manus tribe living near New Guinea.

1. What are the children in the foreground doing? (One child is paddling a canoe alone. Two other children are paddling a canoe together. Paddling alone and paddling with another person must be learned by children of the South Sea Islands. The largest boy is poling or punting a canoe. He stands in the

canoe and moves it along over shallow water by pushing on a long pole which reaches to the bottom of the lagoon.) 2. Can a pole be used to move a boat along over deep water? (No. A pole that can be handled by one person will not reach to the bottom of deep water.)

3. Which do you suppose is faster, punting or paddling? (Punting. A man can punt a boat along as fast as most ten-year-old boys can run. Paddling is much slower.) 4. Which do you think is easier to learn — paddling or poling? (Paddling. It is hard to learn to punt a narrow canoe without turning it over. It is nearly as easy to learn to walk on a tightly stretched wire or rope as it is to learn to pole a narrow canoe. One's body must be kept in almost perfect balance.) 5. Do you suppose these children can swim? (Manus children often learn to swim before they learn to walk.)

Picture No. 9. A Manus family in a large outrigger canoe.

1. Can you point to the outrigger? (Long beam or log floating on the water on left side of canoe.) 2. What is used to move this canoe along? (A large woven grass sail. Wind blows against the sail and moves boat along.) 3. How is the boat guided? (By changing the position of the sail.) 4. How can the position of the sail be changed? (The native at the back end of the canoe can do this by tightening or loosening the rope which he holds.) 5. Where do you think this Manus family has been? (Perhaps on a trading trip to a neighboring island.) 6. Can you see the pots they have brought? (Look on platform between outrigger and canoe.) 7. Do you think you would enjoy riding in an outrigger canoe like this one? Can you tell why?

Note: It is important for pupils to understand from these discussions that the ways in which people live are influenced by environmental factors. The pictures and preceding discussions have indicated that factors such as temperature, rainfall, plant life, animal life, and the sea influence the ways in which people of the South Sea Islands live.

Pupils should know these factors as environmental factors and should realize their influence. Use questions such as the following for discussion.

1. In what ways does the warm temperature of the South Sea Islands affect the ways in which the people live? (Kinds of homes built, clothing worn, type of plant life.) 2. In what ways does rainfall affect their way of living? (Kinds of homes built.) 3. In what ways does plant life affect their living? (Kinds of homes built, clothing worn.) 4. In what ways does animal life affect their way of living? (Kinds of homes built, fish for food, presence of insects.) 5. In what way does the sea affect the way they live? (Location of homes, travel, children's games.)

D. Group Activities Suggested for Optional Use

1. Pupils may list environmental factors that influence the ways the people of the South Seas live. This example may help them start their lists:

a. People of the South Seas build grass houses because (list of environmental factors) (1) Grass is plentiful, (2) The climate is so warm grass houses give enough protection.

b. People of the South Seas wear scanty light clothing because (list environmental factors).

c. Some people of the South Seas build their houses over water because (list environmental factors).

d. People of the South Seas use boats a great deal in travel because (list environmental factors).

2. Pupils may tell about other foreign lands and people they know about.

3. A committee of pupils may make a list of books that are in the school library and public library which deal with foreign lands and people. Put the list on the bulletin board and encourage pupils to read the books.

4. Discuss the following questions: Is it fair to think that foreign people's ways of living and doing things are often as good as ours? Should we have nothing to do with foreign people

who come to live in our country? Or should we learn about their ways and have them learn about ours?

III. Adaptability of Selections in the Unit for Use in the Development of Important Reading Habits and Skills

A. Order of Selections in the Unit

1. In the South Sea Islands, and The Adventures of a Manus Boy, pages 95–106
2. Canoes, pages 107–112
3. The Story of a Brother and a Sister, pages 113–124
4. A Pet Pig, pages 125–128
5. Adventures of Manus Girls, pages 129–136
6. The Building of a Big Canoe, pages 137–145
7. A Storm at Sea, pages 146–158

B. Classification of Selections

The following chart indicates which selections are best suited for use in developing a given reading habit or skill:

Reading Skills	Selections						
	1	2	3	4	5	6	7
1. Getting the main ideas	x	x	x	x		x	x
2. Reading for details	x	x	x	x	x	x	x
3. Drawing conclusions	x	x	x		x	x	x
4. Locating information	x	x		x			
5. Selecting material read	x	x			x	x	x
6. Organizing ideas	x	x	x	x	x	x	
7. Remembering ideas		x		x		x	x
8. Oral reading							

IV. Teaching the Individual Selections

IN THE SOUTH SEAS, AND THE ADVENTURES OF A MANUS BOY

pages 95-106

A. Introducing the Story

This story may be introduced by an informal discussion. Use the following questions:

1. Have you ever had a birthday party? What did you do? 2. Have you ever seen a really big celebration at the time of somebody's birthday? 3. Look at Pictures 7 and 8 again. To what tribe do these people belong? (Titles of pictures tell.) Can you find a boy in Picture 8 who looks to be about eight years old? (Child poling a canoe.) 4. How do you suppose this boy would celebrate his eighth birthday? What things do you think his family would do?

B. Introductory Reading of the Story

The reading of this story should be broken into two divisions. The first part ends on page 102. This material may be read silently, with or without a stated purpose. A suitable purpose is: *How did Popitch help to get ready for the celebration of his birthday?* (Teach pronunciation of foreign names before reading begins. Use glossary.)

The following questions may be used for discussion subsequent to the reading:

Page 95. 1. Where do the Manus people live? 2. How do these people get the furniture and cloth they need? 3. How did we learn about Manus boys and girls and their homes and work?

Page 96. 1. Who lived in the queer house shown in the picture? 2. What kind of floor did the house have? 3. How could Popitch tell when the tide was high?

Page 97. 1. What did Popitch decide to do when he found

the tide was high? 2. How did he leave the room to get into the water? 3. Why was this day an important one for Popitch and his family? 4. What did Popitch have for breakfast? 5. What is sago? (Glossary.) 6. Why did Popitch not put on clothes?

Page 98. 1. What was Popitch's sister named? 2. What clothing did she wear? 3. What was Popitch's father called? 4. How did the people in the village of Peri travel?

Page 99. 1. Why did Popitch's father go to the chief's house every morning? 2. Why did Aunt Masa wish for a day without rain? 3. Why did she want to know if Nali was really sick? 4. What kind of a day did Popitch think they would have? Why was he glad?

Pages 100-101. 1. How was Popitch painted? 2. What did Popitch's mother put around his arms and ankles? 3. How had the beads been strung? 4. Why were strings of dog's teeth so valuable? 5. How did Popitch wear them? 6. How did he feel when dressed? 7. What did he do after his mother had dressed him? 8. Why were so many guests coming? Who were they? From what places were they coming? 9. Why was the feast given? 10. Why had Popitch's mother oiled his hair? 11. Why did Popitch have his hair cut? 12. What strange thing do people in Peri do when they go to a feast?

Page 102. 1. What kinds of food did Popitch's father have for the feast? 2. How did he get it?

The second division of the story may be read silently. A suitable purpose is: *What happened to Popitch at the feast?*

Page 102. 1. When did Popitch see the first guests coming? 2. Who were they?

Pages 103-104. 1. What did they bring with them? 2. What was everyone in the family trying to do? 3. What did the men do after they arrived? The boys? The girls? 4. Where did they all go for the feast? 5. Where did they place the food? 6. What things did the Manus people always have at children's feasts? 7. How did people learn the latest news? How do we get the latest news? 8. What happened about three o'clock? 9. Why

do you think Popitch became a little frightened? 10. What did Popitch's uncle do as he cut the boy's hair? 11. Why did he chant the poem? 12. How did Popitch feel when his hair had been cut?

Page 105. 1. After a Manus boy gets his first haircut with whom must he always play? 2. What did Popitch's father give to every guest? 3. What is strange to us about the giving of gifts at the feast? 4. What did the guests do after receiving gifts? 5. What one gift did Popitch receive? 6. What did he want to do with it before darkness came?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. What strange activities, customs, or beliefs of the Manus people did you learn about in this story that makes you want to read more about foreign lands and people? 2. Why do you suppose Popitch's father gave away such unusual kinds of food? Can you think of some environmental factors that caused this? 3. What things have you learned about other foreign lands and people?

Other Activities: Have pupils list things that the Manus people did at the feast which seem to be strange things to do. This will help start the list: a. Manus people do not eat food at a feast. They take it home with them.

D. Reading the Story for Specific Purposes

1. *Getting the main ideas*

Which sentences are true?

1. The whole story tells about games Manus children play. 2. The whole story tells how Popitch dressed for a feast. 3. The whole story tells how Manus people celebrate an important day in the life of a boy. 4. The whole story tells about travel in canoes. (True: 3.)

2. *Reading for details*

1. How did Popitch feel after swimming for awhile? 2. What kind of hair did he have? 3. What was his uncle's name?

4. What vegetable is taro like? 5. What two Manus words mean "Let's go"? 6. How do Manus people like green betel nuts? 7. How was Popitch's hair cut? 8. How did Popitch feel just after his hair had been cut?

3. *Drawing conclusions*

Choose the right answers:

1. While cutting Popitch's hair, the uncle chanted a poem (to keep Popitch amused, so that he could work faster, to bring Popitch good luck when he went fishing, to make the people who were watching laugh, to help Popitch grow strong, to make the knife cut better). 2. The men gathered at the chief's house every morning (to plan wars, to plan feasts, to plan to build houses, to plan trading trips, to plan the planting of crops, to plan ways to help the chief with his work).

4. *Locating information*

1. If you wished to find out how coconut oil is obtained from coconuts, what topic or subject would you look for in an encyclopedia? 2. What would you look for if you wanted to know what the taro plant looks like? 3. Turn to the Table of Contents and find the number of the page in this book on which the story of A Pet Pig begins. 4. Find the page on which the story A Storm at Sea begins.

5. *Selecting material read*

Find the paragraphs that answer these questions:

1. What kind of streets were there in Peri? 2. How much food was gathered for the feast? 3. What did Popitch do after the feast? 4. What kind of clothing do Manus girls wear?

6. *Organizing ideas* (Using page 97)

Arrange the following events in the order that they happened:

1. Popitch jumped up and ran across the room. 2. Popitch looked through the cracks in the floor. 3. Popitch ate breakfast. 4. Popitch climbed down a ladder. 5. Popitch had a good swim. 6. Popitch woke early.

CANOES

pages 107-112

A. Introducing the Story

This selection may be introduced in the following manner: "You remember that Popitch's home is built over the water. How do you suppose he and his family travel from place to place when it is too far for them to swim? Do you suppose they travel in automobiles? How would you travel if you lived where Popitch does?"

B. Introductory Reading of the Story

This material should be read silently. A suitable purpose is: *How do people in the South Seas make their canoes, and how do they use them?*

The following questions may be used to guide discussion after the reading:

Page 107. 1. What is the chief means of travel in Peri? 2. Name several things canoes carry. 3. Where do the people use the smaller canoes? When do they use the larger canoes?

Page 108. How is a little canoe made?

Page 109. 1. Why is a lagoon a safe place for a South Sea Island boy to learn to manage a canoe? 2. How does Popitch make his canoe go in deep water? How does he do it in shallow water?

Page 110. 1. How does the canoe that Popitch's father uses for fishing differ from Popitch's canoe? 2. What is an outrigger for?

Page 111. 1. What kind of sails do the big canoes have? 2. How can one of these canoes be used for a home?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. In what ways is travel in our country different from travel in the South Sea Islands? Why is it different in the South Sea Islands? 2. What things must children who live in

the South Sea Islands learn to do that many of us do not need to learn to do? (Swim, paddle, and pole a canoe.)

Other Activities: Have pupils explore in other books about travel in the South Sea Islands. Interesting things found should be read aloud to the class. Suitable books are listed at the close of this unit.

D. Rereading the Selection for Specific Purposes

1. *Getting the main ideas*

Complete the following sentences:

1. In Peri canoes are used for ..... 2. In Peri boys .... short distances from house to house. 3. Big canoes carry men and ..... 4. A food that is plentiful in Peri is ..... 5. .... and .... are used for money. 6. The water in a lagoon is ..... 7. Big canoes are built with .... on them. 8. The work that Popitch's father does is .... and .....

2. *Reading for details*

1. What are small canoes used for? 2. Why are large canoes needed? 3. What kind of work is done by the men in the South Sea Islands? 4. Name three kinds of food used in the South Sea Islands. 5. What kind of food do the people in Popitch's village have to trade? 6. How is an adze used in making a canoe? 7. How does a reef help people in the South Sea Islands? 8. How does an outrigger help to make a canoe safe?

3. *Drawing conclusions*

Which of the following statements are true?

1. Travel is speedier in our country than it is in the South Sea Islands. 2. South Sea Island boys have to be good swimmers. 3. Popitch's family probably does not eat fish. 4. An outrigger would be safer than a small canoe in the sea out beyond the reef. 5. The big canoes are moved by the wind more than the small canoes are. 6. Taro and sago are grown right beside Popitch's house. (True: 1, 2, 4, 5.)

4. *Locating information*

Use the encyclopedia to find information about the South Sea Islands. What does it say about travel in these islands?

5. *Selecting material read*

1. Which paragraphs tell who owns the canoes? 2. Find the paragraph that tells which canoes are painted. 3. Find a sentence which tells about an enemy of men in the South Sea Islands. 4. Find the sentence which tells where Popitch's father fishes.

6. *Organizing ideas*

Find the paragraphs that tell the things that are done in making a small canoe. Arrange these things in the order that they are done. Here is a beginning:

1. Choose a tree of the right size. 2. Cut it down.

7. *Remembering ideas*

Suppose that you were going to tell your friends about outrigger canoes. Find the ideas that you think you should remember for this purpose from reading this story.

THE STORY OF A BROTHER AND SISTER

pages 113-125

A. Introducing the Story

One way this story may be introduced is as follows: "What fairy stories or folk tales do you know? Are these true stories? Do you suppose natives in the South Seas read stories? Why? (No.) Do you suppose they tell stories to each other? (Perhaps.) What kind of stories do you think they would tell? Look at the picture on page 113. The two children are orphans, and the story about them is a fairy tale. Can you guess what happened to them?"

B. Introductory Reading of the Story

This story should be broken into two divisions. The first division may include pages 113–119. The story should be read silently with or without a definite purpose. A satisfactory purpose is: *In what ways is this folk tale like folk tales we know?* (Use glossary for pronunciation of strange names.)

The following questions may be used after the story has been read:

Page 114. 1. Why did the uncle and aunt like the little girl better than the boy? 2. What kind of work was Saminkap doing? 3. What work was Saminrop doing?

Page 115. 1. Why did Saminrop not have time to cook? 2. Was Kiteni old enough to do the cooking? 3. Why did Kiteni decide that she and Bopau must go away?

Page 116. 1. Why did Bopau want to stop at the strange island? 2. Why was Kiteni willing to leave Bopau by himself?

Page 117. How did the crab know Bopau and Kiteni were on the shore?

Page 118. 1. How did Kiteni show that she was unselfish? 2. Where did the man from Yap think the beautiful woman was?

Page 119. Why was Kiteni willing to leave her brother?

The second part of the story includes pages 120–123. This division of the story may be preceded by a brief discussion which will connect the two parts.

Such questions as the following may be asked:

1. How did the brother and sister become separated? 2. With whom had Bopau been living?

The material should be read silently. The following questions may be read at the conclusion of the reading:

Page 120. 1. What made Koakal think a child had been near the hermit crab's home? 2. What makes you think the hermit crab liked Bopau?

Page 121. 1. Was Koakal a kind woman? How do you know? 2. Did Bopau stay with Koakal a long time? What makes you think so?

Page 122. 1. How did Koakal fool the old witch? 2. How did she know the witch would not come out after the door was locked?

Page 123. 1. Why did the uncle and aunt go to the feast? 2. Why were Saminkap and Saminrop ashamed?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. What characters in this story often appear in our fairy tales? 2. Can you explain why the Manus people have a fisherman and a crab in a fairy story?

Other Activities: Have pupils explore in books for fairy stories and folk tales from other countries. Pupils may tell these stories to classmates. Notice how the characters in these stories fit in with the way the people live?

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which of these statements are not true?

1. The children went away because their uncle and aunt were poor. 2. Kiteni did not take good care of her brother. 3. The whole story is about Kiteni getting lost in a pandanus tree. 4. The whole story is about Bopau's adventures with the hermit crab. 5. The story covered more than one year of time. (True: 5.)

2. *Reading for details* (Using pages 114–119)

1. What was the uncle's name? 2. On which island was Saminkap working? 3. Where was Saminrop working? 4. What food did Kiteni cook? 5. How many water jars did the children take? 6. Why did the children wish to go to Yap? 7. Why did Kiteni climb the tree? 8. What was the man from Yap doing near the crab's home? 9. What did the fisherman do with the charm he made? 10. Where was Kiteni married?

3. *Drawing conclusions*

Which is the best ending for each sentence?

1. The children's uncle and aunt were (honest, kind, unfair). 2. The children made their canoe go by (poling, paddling, using sails). 3. The water near the pandanus tree was (muddy, full of waves, clear). 4. Koakal was (stupid, afraid of Bopau, clever). 5. Saminkap and Saminrop went to see Bopau because (he was rich, they liked him, they wanted to travel).

4. *Organizing ideas*

Arrange these statements in the order that the events happened in the story.

1. Kiteni got married. 2. Bopau met the crab. 3. The children were left orphans. 4. Bopau was carried away by Koakal. 5. The children ran away from home. 6. The children had a feast. (Correct order: 3, 5, 2, 1, 4, 6.)

A PET PIG

pages 125-128

A. Introducing the Story

This selection may be introduced in the following manner. "What pets do you have? What games do you play with them? What pets do you think the Manus boys and girls have? What would they play with them? How do you think anyone could play with a pig?"

B. Introductory Reading of the Story

This selection should be read silently, with or without a specific purpose. A suitable purpose is: *What kind of games do Manus children play?*

The following questions may be used for discussion when the reading is completed:

Page 125. 1. In what two ways did the children fish? 2. Who was Crazy Man? 3. Where did he live?

Page 126. 1. Why did they have to lift the pig over the wall of the pen? 2. Why was he not hurt when he fell to the ground?

Pages 126-127. In what ways did the children play with Crazy Man?

Page 128. What did the children do when they were through playing with the pig?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. From this story what new thing did you learn about fishing in the South Sea Islands? 2. Do you think the Manus children have dogs, chickens, birds, cats, or ponies for pets? Why? 3. What games do we play that the Manus children could not play? Why could they not play them?

Other Activities: Have pupils explore in books to find out what other domestic animals people of the South Sea Islands have, and what other games the children play.

D. Rereading the Selection for Specific Purposes

The following material is meant to be suggestive. It may be used as indicated on page 13 of this manual.

1. *Getting the main ideas*

Complete the following sentences:

1. The children of Manus play in .... and mud. 2. The story tells about .... that Manus children play. 3. Manus children do not have as many .... to play with as we do. 4. Manus children do more things in the .... than we do. 5. The whole story is not about .... that Manus children have.

2. *Reading for details*

1. Was the tide in or out when the children were playing? 2. How many fish did Popitch kill? 3. Did the children have to take care of Crazy Man or did they just want to play with him? 4. Did the pig pen have a gate? 5. Was the pig hurt when he fell in the mud? 6. Why did the children climb up on the platform?

3. *Locating information*

Look in the encyclopedia for the Admiralty Islands and read about the Manus people. Read to your class what you can find about domestic and wild animals on these islands.

4. *Organizing ideas*

Arrange the following statements in the order the events happened in the story.

1. Crazy Man squealed. 2. The children were fishing. 3. Boys came in canoes. 4. The tide was out. 5. The tide came in. 6. Crazy Man fell in the mud. 7. The children played in the shade. (Correct order: 4, 2, 1, 6, 7, 5, 3.)

5. *Remembering ideas*

Plan to tell children in another room about the different things the children did with the pig. Find the paragraphs that have in them the ideas you think you should remember to tell.

ADVENTURES OF MANUS GIRLS

pages 129-137

A. Introducing the Story

This selection may be introduced with some statements such as the following: "We have read about some of the adventures of Manus boys and about the celebration of an important birthday for Popitch. Do you think Manus girls do many of the things that girls in this country do? Look at the picture on page 129. What do you think the girls do with the jugs? What things do you think would happen in the celebration of a Manus girl's birthday?"

B. Introductory Reading of the Story

This material may be read silently with or without a given purpose. A satisfactory purpose is: *What is some of*

the work that Manus girls do? This selection should be broken into two divisions. The first division may include pages 129–132.

The following questions may be used to guide discussion after the reading:

Page 129. 1. Why was Kawa going to the island with her mother? 2. Why did they need to go to the island for water? 3. What else would they get there?

Page 130. 1. What did Kawa get to do that she liked very much? 2. Was she able to pole a canoe very well? 3. What did the little girls do on the land?

Page 131. 1. What did the people say chinals were? 2. Where did the girls think the chinal was? 3. What was it that frightened the girls?

The second division of this story includes pages 132–136.

The following questions may be used for discussion when the reading is completed.

Page 132. 1. Why were the parties given for Itong? 2. How many nights did the girls stay with Itong? 3. Where did they go the fifth night?

Page 134. 1. What things did the girls do as they went through the village? 2. Which party did Itong like best? Can you tell why?

Pages 135-136. 1. What did Itong's grandmother do at the party? 2. What refreshments were served at the party? 3. What did Itong wear for the parade?

Page 137. What do you think Itong had to do after her last party that she had not done so much of before? (Work.)

C. Using the Story to Realize the Purpose of the Unit

Discussion: In what ways is a birthday celebration in our country different from that given for Itong's birthday?

Other Activities: Have pupils try to find other stories about the customs of primitive people. These stories should be prepared and told or read to the class.

D. Rereading the Story for Specific Purposes

1. *Reading for details* (Using pages 132–136)

1. How old was Itong? 2. How did Itong's mother and father prepare for the parties? 3. How was Itong dressed? 4. What did the girls do when they had the parade? 5. To which party did the mothers and grandmothers come? 6. When did they have refreshments? 7. How was Kawa dressed? 8. Why did Nali not want to have such a party?

2. *Drawing conclusions* (Using pages 129–132)

1. Why is it necessary for South Sea Island families to live near the shores of an island? 2. How could a South Sea Island girl help her mother? 3. Why do you think that South Sea Island girls did not go to the land often? 4. Why did Kawa and her mother have to hurry home from the island? 5. Why would South Sea Island girls like to go to the land?

3. *Selecting material read*

Find a paragraph which answers each of the following questions:

1. Why did Kawa's mother go to the island? 2. How did Kawa help her mother? 3. What did Kawa and Nali do while they were on the island? 4. What sound frightened them? 5. What did the girls do when they saw the pig? 6. How many of the little girls stayed all night at Itong's house? 7. Which party did Kawa like best? 8. Where was the parade held?

4. *Organizing ideas* (Using pages 129–132)

Arrange these statements about events in the story in the order that they occurred.

1. Kawa helped her mother carry water jars. 2. Kawa punted the canoe. 3. The girls saw a pig. 4. "Don't go too far," called Kawa's mother. 5. Kawa's mother said, "I am going to the land." 6. Their mothers called the girls. (Correct order: 5, 1, 2, 4, 3, 6.)

THE BUILDING OF A BIG CANOE

pages 137-146

A. Introducing the Story

This selection may be introduced in the following manner: "There are many tribes of people in the South Sea Islands. We have been reading about the tribe to which Popitch and his family belong — the Manus people who live in the Admiralty Islands. Do you suppose all tribes live the same way? Do different tribes have different customs? Do they do different kinds of work? Do you suppose all tribes make their canoes in the same way?"

B. Introductory Reading of the Story

This selection should be read silently with or without a purpose. A satisfactory purpose is: *How is a big canoe made?* (Use glossary for pronunciation of strange names.)

The following questions may be used in the discussion after the reading has been completed:

Page 137. 1. What do the Trobrianders think live in trees? 2. How do some people think tokways look? 3. Why do they think it is important to get the tokways out of the tree before they cut it down?

Page 138. 1. What do the Trobrianders do before they cut down a tree? 2. How do they get the log to the beach?

Page 139. 1. What is the man with the sticks in his hand doing in the picture? 2. What different foods do the men eat as they work?

Page 140. 1. What is the purpose of the magic spell? 2. How do they think a magic spell helps in their work?

Page 141. 1. How is a canoe fixed so that it will not leak? 2. How is a sail made?

Page 143. 1. What kind of ceremony do they have when the canoe is finished? 2. What presents are given to the guests? 3. Why do you think the new canoe always wins the race?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. For what purposes are big canoes used in the South Sea Islands? 2. What means of transportation do we use that is different from big canoe transportation? 3. What is the difference between the uses of small and large canoes in the South Sea Islands? 4. What foods do the Trobrianders have that the stories of the Manus people did not tell about?

Other Activities: Have pupils explore in books to find pictures and reading matter about the Trobrianders. What other strange customs do they have?

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Complete the following sentences:

1. Trobrianders believe in ..... 2. Tree spirits are called ..... 3. If the spirits stay in the wood the canoe will..... 4. Trobrianders use.... to get spirits out of the trees. 5. Sometimes they beat the log with bunches of ..... 6. The outrigger is tied together with ..... 7. .... is used to fill the cracks in the canoe. 8. Palm leaves are used to make the ..... 9. When the canoe is finished, a .... is held. 10. The new canoe always .... the race.

2. *Reading for details*

1. Who chooses the tree to be used for a canoe? 2. What is done before the tree is cut down? 3. What are tokways supposed to do? 4. How do the men get the tokways out of the trees? 5. What is sometimes done to make the log seem lighter? 6. How is the log hollowed out? 7. How is the outrigger made? 8. How is the sail made? 9. What part of the work do women do? 10. What colors are the men painted?

3. *Drawing conclusions*

Which of the following statements are true?

1. Every family needs a big canoe. 2. The materials for making a canoe are shipped to the South Sea Islands. 3. People

in the South Sea Islands help each other. 4. Trobrianders are not superstitious. 5. Magic helps in building canoes. 6. Trobrianders do not have good manners. 7. Trobrianders like feasts. (True: 3, 5, 7.)

4. *Selecting material read*

1. Find the paragraph which tells how some people say tokways look. 2. Which paragraph describes how the log is taken to the beach. 3. Read a sentence which tells what the canoe workers have to eat. 4. Which sentence tells how the women are dressed at the feast? 5. Which sentence tells who got the biggest presents?

5. *Organizing ideas*

The following things happened in the story. Write a sentence describing each one. Put the sentences in the order that the events happened.

1. Spirits are driven out. 2. A tree is selected. 3. The log is sharpened at the ends. 4. A feast is given. 5. The canoe is painted. 6. There is a race. 7. The log is hollowed.

6. *Remembering ideas*

Plan to tell other children the things that Trobrianders do which show they believe in magic when they make a canoe. Find the ideas in the story that you will need to remember.

A STORM AT SEA

pages 146-159

A. Introducing the Story

This selection may be introduced by some statement such as the following: "We have read how the Trobrianders build a big canoe. What do you think these canoes are used for? Would they be used for long trips? What would be carried in them on trips out to sea? How many people

do you think would go on such a trip? What kind of adventures do you think a boy would have on a trip out to sea?"

B. Introductory Reading of the Story

This material may be read silently with or without a definite purpose. A suitable purpose may be stated as: *What happens when a big canoe is caught in a storm at sea?* (Use glossary for pronunciation of strange names.) The story should be divided into two parts. The first part may close at the bottom of page 151.

When the reading is finished the following questions may be used as a basis for discussion:

Page 146. 1. Why was Popitch anxious to wake up the next morning? 2. How did Popitch know when it was time to get up?

Page 147. 1. Who went with Popitch and his father? 2. What kind of day was it? 3. Where did they stay the first night? 4. What did they do after supper?

Page 148. 1. How long did it take to get to Buke? 2. What did they do in Buke? 3. What did Popitch do the first day of the trip home?

Page 149. 1. Why do you suppose Popitch had the dream? 2. What change had come about while Popitch slept?

Page 150. 1. What did the storm do to the canoe? 2. What did Popitch do when the canoe upset?

Page 151. 1. How did they get the canoe right side up again? 2. Why didn't the canoe sink? 3. What happened to the pots?

Pages 152–157 comprise the second part of the story. The following questions may be used for discussion:

Page 152. 1. How did Popitch's father show his affection for his son? 2. How did Popitch's father show he was proud of his son? 3. Whom did Tuwain ask for help?

Page 153. 1. Did Tuwain know he was going to faint? 2. What did he ask Sali to do?

Page 154. 1. Do you think Popitch and his father felt about each other as you and your father do? What part of the story makes you think so? 2. What did Popitch hear that gave him hope? 3. Where was Tuwain when he woke up?

Page 155. 1. Where were they when daylight came? 2. What disappointed them about this island? 3. When did they get food? 4. What did they have to eat?

Page 156. 1. Where did they spend the second night? 2. What awakened Popitch?

Page 157. 1. Who do you suppose the people in the canoes were? 2. Why had they been looking for Popitch and his father? 3. How was their return celebrated? 4. Why was Popitch the hero?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. What new things about people of the South Sea Islands did you learn from reading the story? 2. What do they have to do to get some of the things they need? What hardships does this bring to them that we do not have to meet? 3. How do people in our country travel when they go out to sea? How does this differ from traveling in an outrigger canoe?

Other Activities: Have pupils tell or read aloud other stories they know about the experiences of people during a storm at sea.

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which of these statements are false?

1. The whole story tells about the trading that the Manus people do. 2. The whole story tells about Popitch's adventures at sea. 3. The Manus people travel to other islands to trade for goods they need. 4. Popitch had learned the way waves sound as they strike the shore. 5. Outrigger canoes are not as able to stand against storms at sea as are the ships we travel in. 6. The trip that Popitch and his friends made was not a successful trading trip. (False: 1.)

2. *Reading for details* (Using pages 152–157)

1. What did Tuwain think was going to happen just before he fainted? 2. How did they know they were near land? 3. What did they do first when they got on land? 4. What kind of island did they land on? 5. When did they get to the big island? 6. What did they get to eat? 7. How many canoes came to rescue them? 8. When did they have the feast? 9. What did the men say about Popitch?

3. *Drawing conclusions*

Which of these statements are true?

1. A trip in a big canoe is always a pleasant adventure. 2. Popitch wanted to be a good sailor. 3. The weather in the South Sea Islands is always fine. 4. South Sea Island people help each other. 5. All the food the people need can be found on all South Sea Islands. 6. Outrigger canoes never upset. 7. South Sea Island parents love their children. 8. Life is always pleasant in the South Seas. 9. South Sea Island people do not admire bravery. (True: 2, 4, 7.)

4. *Selecting material read* (Using pages 146–151)

1. Find the sentence that tells that Popitch was excited. 2. Find a paragraph which describes the first part of the trip. 3. Find a sentence which tells what things they were bringing home. 4. Which paragraph tells that a bad storm was coming? 5. Find the paragraph which tells about the canoe upsetting. 6. Find the paragraph which tells how the canoe was turned right side up.

5. *Remembering ideas*

Find the paragraphs that tell the ideas you think you should remember in order to answer these questions.

1. At what different places did the travelers stop? 2. How did Popitch show that he was a brave boy? 3. How much did Popitch really know about the sea?

V. Suggested Activities for the Unit as a Whole

1. Make a list of different plants and animals grown in the South Sea Islands. Show how each one is used by the natives.

2. Collect pictures of activities that are carried on in the South Sea Islands. Use particularly these two magazines: *National Geographic*, *Travel*.

3. Encourage children to explore in books about life in other primitive civilizations that exist today, such as Nomads of Arabia, Eskimos, natives of Amazon valley, natives of Congo basin.

4. List the different activities and customs that the stories in the unit tell about, such as travel, house-building, clothing, celebrating, birthdays, etc. Have pupils choose classmates to write a report that will contrast these things as they are in the South Sea Islands with the ways they are in our country. These reports can be fastened together and bound to make a useful book for the school library.

5. Have pupils keep a portfolio or record book on the South Sea Islands. Among the content of this book may be pictures, clippings, a list of stories to read, and original writings of the children.

VI. A Written Test on Basal Concepts

1. What material is used more than any other in building houses in the South Sea Islands?
2. What material is used to make the frame of houses in Fiji?
3. Why do the natives wear so little clothing?
4. Name three ways in which life in the South Sea Islands is primitive.
5. How do people travel most in the South Sea Islands?
6. Why do the natives build their houses on poles?
7. Name two kinds of work that the women do.
8. Name three ways in which the natives catch fish.
9. Why do houses in Samoa have high foundations?
10. Name three islands in the South Seas.
11. Name four conveniences we have that people in the South Sea Islands do not have.
12. Name three plants that grow in the South Sea Islands.

UNIT THREE

KEEPING ANIMALS CONTENTED

I. Purpose of the Unit

The purpose of this unit is to acquaint pupils with the treatment and care that should be given to animals, and to give pupils an appreciation of the value of animals to man.

II. Preparation for Reading the Unit

(The Reading-Readiness Approach)

A. Basal Concepts to be Developed

These concepts are developed through the use of the pictures and informal discussion before the unit is read.

1. Domestic animals
2. Collie
3. Scottish terrier
4. Police dog
5. Setter
6. Airedale
7. Bulldog
8. Husky or Eskimo dog
9. Zoo
10. Fox
11. Wolf
12. Contented animals
13. Jackal
14. Polar bear
15. Cub
16. Chimpanzee
17. Simian
18. Waw waw
19. Wild animals
20. Hunting dogs
21. Captive animals

B. Oral Vocabulary to be Used and Understood During the Discussion

domestic animals	cages	muzzle
wild animals	sled dogs	shepherd
captivity	tame	game bird
natural zoo	man-eating	scientist
contented	breeds of dogs	peeved

Ewing Galloway

1. *Police dog*

Ewing Galloway

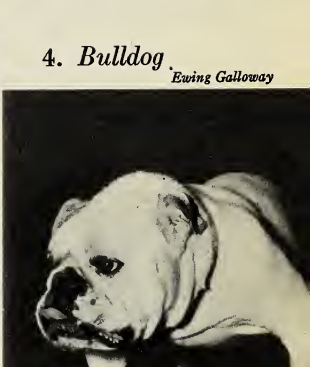
2. *Setter*

Ewing Galloway

3. *Airedale*

4. *Bulldog*

Ewing Galloway



What other kinds of dogs do you know? Can you bring pictures of dogs not shown here? How are dogs useful to people? Which of these dogs is used for hunting? Are dogs wild or tame animals?

Keystone

5. *Wolves in a zoo.*

6. *Husky sled dogs.*

Gendreau

Scientists say that wolves and dogs belong to the same family of animals. In what ways do the wolves above and the huskies at the left look alike?

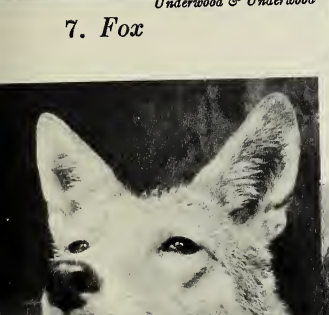
Dogs are domestic animals. Are wolves?

Underwood & Underwood

7. *Fox*

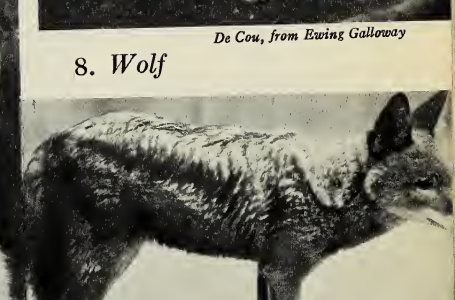
De Cou, from Ewing Galloway

8. *Wolf*



Underwood & Underwood

9. *Coyote*



Ewing Galloway

10. *Jackal*

These are wild members of the dog family. How do wild animals get their living? How do tame, or domestic, animals get their living? In what ways are captive animals better off than wild animals?

Knopf-Pix

11. *In a zoo. Bears in a cage.*

Does this bear seem contented? Why do you think so? In what ways may animals be better off in a zoo than in their forest homes? Explain what you mean by the words "domestic animals"; "animals in captivity." Give examples of each.

Gendreau

12. *Polar bears roaming in a natural zoo where animals are not kept in cages.*

13. *Mother bear and cubs in the jungle.*

Wide World

In which of the two zoos do you think bears would be more contented? Why?

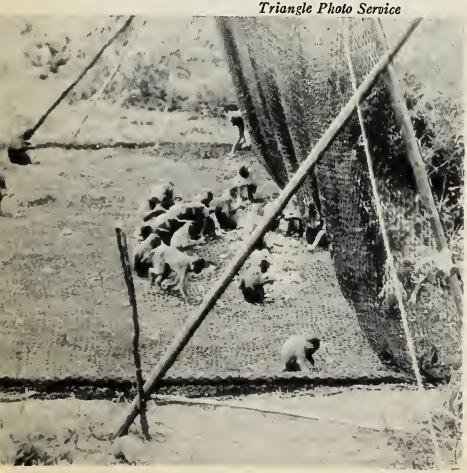
In which of the three pictures do the bears seem most contented? Give reasons for your answer.

Knopf-Pix

14. *Monkeys in a natural zoo.*

15. *Monkeys about to be caught in a net for a zoo.*

Triangle Photo Service



What do you think should be done for wild animals to keep them contented in a zoo?

What made the monkeys walk into the trap?

Underwood & Underwood

16. *A happy Chimpanzee.*

Wide World

17. *A sad Simian.*

Wide World

18. *A peeved Waw Waw.*

Which of these monkeys should you like for a pet? Why? Blackie, the Waw Waw, was a pet of Mr. and Mrs. Martin Johnson.

Publishers' Photo Service

19. *Two pals, a man-eating lion and a dog.*

20. *Two fast friends who grew up together.*

Authenticated News

How should pets be cared for? Lions can be tamed. Why don't they make good pets? Why do dogs make good pets? What other animals make good pets? Should you like to have a monkey for a pet? Why?

C. Suggested Questions for Discussion

Introductory Discussion

This discussion is based on the title page of the unit and on page 162. 1. What is the title of this unit? (Read title page — Keeping Animals Contented.) 2. What is the meaning of *contented*? (One pupil may find definition in dictionary and read to class. Discuss.) 3. How may one keep animals contented? (By giving them such things as a comfortable place to live, enough of the right kind of food, kind treatment, etc.) 4. What animal pets do you have? 5. How do you keep your pets contented? 6. Do different kinds of pets need different care? (Two or more children who own different kinds of pets may compare treatment and care of given pets.) 7. What kind of dogs are in the picture on the title page? (Scottish terriers.) Do you think they seem contented? Why? 8. What do you remember about the six big groups of dogs that Jim told about in his report to the Explorers' Club? (Give children opportunity to recall information given on pages 74–75.) 9. To which of those groups do the dogs in this picture belong? (Terriers.) 10. Do you like Scottish terriers? Why?

11. What is your favorite kind of dog? (Pupils may describe favorites if they do not know names of different breeds.) 12. Do you know the names of the breeds of dogs shown on page 162? (Collies in background, Scottish terriers in foreground.) 13. Where do cities often keep animals that may be thought of as everybody's pets? (In zoo.) 14. What are some of the animals that are often kept in zoos? (Wolves, bears, monkeys, foxes, lions, etc.) 15. How do you think animals in zoos are cared for? (This unit will tell you.) 16. What animal in the zoo do you most enjoy watching? Why? 17. What animal do you like best for a pet? Why? 18. How could some pets be better cared for? (This unit will tell you how.)

Picture No. 1. Police dog.

1. Do you know why this kind of dog is called a police dog? (The police in German cities first used this kind of dog to help with night patrol work. Before the dogs were given this name,

they were known as German shepherd dogs. Once they were used by shepherds to help care for sheep.) 2. Do you know other kinds of important work police dogs are taught to do? (To lead blind persons and to guard children and homes.) 3. To which one of the six groups of dogs do police dogs belong? (The wolf dog group.)

Picture No. 2. Setter.

1. What is this dog doing? (Looking at something, probably at a game bird that is sitting on the ground. A game bird is one that hunters shoot for food.) 2. Do you know how a hunter can tell that his setter is looking at a game bird? (These dogs stand in a slightly crouched position when they see a game bird. When a hunter sees a setter stop and crouch, he knows the dog has found a game bird.) 3. To what group of dogs does the setter belong? (Page 75, spaniel group.) 4. Do you know the name that is given to a setter's tail? (Flag. Look at the setter's tail and decide if this is a good name.) 5. Do you know the name given to the part of a dog's head in front of his eyes? (Muzzle. This name is also given to a leather or wire cage that is placed around a dog's mouth to keep it from biting.)

Picture No. 3. Airedale.

1. Do you know why this dog is called an Airedale? (This breed of dog was developed in Yorkshire, England, and used for hunting in the valley of the river Aire.) 2. What kind of muzzle does the Airedale have? (Sharp and covered with long hair.)

Picture No. 4. Bulldog.

1. Do you know how the bulldog received its name? (Long ago in England dogs and bulls were made to fight each other in small pens. People watched the fight as they watch football or baseball games or bull fights today. A certain breed of dog was developed into great bull fighters. Dogs of this breed came to be known as bulldogs. Many years ago England made laws that put a stop to the cruel sport.) 2. How is the bulldog's muzzle different from the police dog's muzzle? From the Airedale's? From the setter's? (Children may decide.)

Pictures Nos. 1–4 inclusive (for comparisons).

1. Study these four pictures together and notice the differences in shape and size of the different dogs' ears, heads, bodies, and legs. Which dog has erect ears? (Police dog.) 2. Do you know the name dog raisers give to erect ears? (Tulip ears.) 3. Which dog has drop-ears? (Setter.) 4. Which has falling ears? (Airedale. The bulldog has falling ears too, but parts of the ears of the animal shown in the picture have been cut away.) 5. Which dog has the largest head? (Bulldog.) 6. Which has the longest legs? Why? (Airedale. Used as hunting dogs. Long legs needed in chasing animals.) 7. Which dog has the thickest body? (Bulldog.) 8. What other kind of dogs do you know? (Children may describe dogs if they do not know names of breeds.) 9. How are dogs useful to people? (They are used as pets and for hunting, pulling sleds, herding sheep, leading blind people, watching and guarding children and property, performing in circuses, etc.) 10. Which dogs shown in the pictures are used for hunting? (Airedale and setter.) 11. Are dogs wild or tame animals? (Tame.)

Picture No. 5. Wolves in a zoo.

1. Why are wolves kept in zoos? (People like to watch and study these interesting animals.) 2. Do wolves make good pets? (No. Wolves are dangerous animals. They would rather live in forests than near the homes of men. They kill and eat smaller animals. Sometimes they kill chickens, pigs, sheep and young calves.)

Picture No. 6. Husky sled dogs.

1. Do you know another name for husky sled dogs? (Eskimo dogs.) 2. In what ways do the wolves in Picture No. 5 and the huskies in Picture No. 6 look alike? (Color, shape of head, and ears.) 3. Are wolves domestic animals? (No.)

Picture No. 7. Fox.

1. What kind of ears does the fox have? (Erect ears.) 2. Do you know a kind of dog that has erect ears? (Police dog.)

Picture No. 8. Wolf.

What kind of dog does the wolf look like? (Eskimo dog.)

Picture No. 9. Coyote.

What wild animal and what domestic animal does the coyote look like? (Wolf and Eskimo dog.)

Picture No. 10. Jackal.

What animals does the jackal look like? (Fox, wolf, coyote, and Eskimo dog.)

Pictures Nos. 7–10 inclusive (for comparisons).

Study these pictures together.

1. In what ways do the fox, wolf, coyote, and jackal look alike? (Children may suggest similarities in shape of head, ears, muzzle, and hair.) 2. Can you tell why scientists think these animals belong to the same family? (These animals are so much alike in many ways.) 3. Are these animals tame or wild? (Wild.) 4. Do scientists think these wild animals and tame dogs belong to the same family? Why? (Yes. Dogs were once wild. These wild animals and tame dogs are very much alike.) 5. How do wild animals get their living? (They hunt for it.) 6. How do tame or domestic animals get their living? (People usually give it to them.) 7. In what ways are captive animals better off than wild animals? (Wild animals are always hungry if food is scarce. Wild animals often kill each other. Captive animals are well fed and are not allowed to injure each other.)

Picture No. 11. In a zoo. Bears in cage.

1. Do you think this bear belongs to the same family that wolves and dogs belong to? (No.) 2. Does this bear seem contented? Why do you think so? (He may be trying to get out.) 3. In what ways may animals be better off in a zoo than in their forest homes? (Animals have better homes in most zoos than in forests. They are protected from hunters and other wild animals. They are given the food they need.) 4. Explain

what you mean by the words *domestic animals, animals in captivity*. Give examples of each. (Domestic animals live in or near man's home. These animals are useful to man in many ways. Examples are dogs, horses, cows, chickens. Animals in captivity are animals which are kept in cages, pens, enclosed parks or fields. They are not allowed to go wherever they wish. Wild animals often kept in captivity are foxes, bears, wolves, lions. Tame animals often kept in captivity are cows, horses, hogs, chickens.)

Picture No. 12. Polar bears roaming in a natural zoo where animals are not kept in cages.

1. What is a natural zoo? (A very large pen or enclosed park in which the homes of wild animals are made as much like their natural homes as possible.) 2. Where do polar bears live when they are not in captivity? (In the far north. They live near water and swim a great deal.) 3. Do the animals in the picture look to be contented? Why? 4. Do you think these bears like their natural zoo better than they would a cage like the one shown in Picture No. 11? Why? (It is much more like the kind of home they came from.)

Picture No. 13. Mother bear and cubs in the jungle.

1. In which of Pictures Nos. 11, 12, 13 do the bears seem most contented? Give reasons for your answers. 2. What dangers do the bears shown in Picture No. 13 face that the others do not? (Starvation and injuries or death from hunters and wild beasts.)

Picture No. 14. Monkeys in a natural zoo.

1. Are these animals in captivity? (Yes.) 2. Do they seem to be contented? Why? 3. What do you think should be done for wild animals to keep them contented in a zoo? (Give them a good place to live, enough of the right kind of food, kind treatment, protection from other beasts in the zoo, and proper care when they become injured or ill.)

Picture No. 15. Monkeys about to be caught in a net for a zoo.

1. Where was the net placed? (In a forest where the monkeys

lived.) 2. What made the monkeys walk into the trap? (Food that a monkey likes was placed in the trap. Monkeys walked in to get it.) 3. How will the trap catch the monkeys? (Men are hidden near-by. They are watching the trap. They are holding a long rope that is tied to the slanting poles which are holding up one side of the net. When they pull on the rope the poles will fall and the net will drop down over the monkeys and keep them from running away.) 4. What will the men do with the monkeys? (Send them away to be sold and placed in zoos.)

Picture No. 16. A happy chimpanzee.

1. What kind of animal is a chimpanzee? (Ape.) 2. How is it different from a monkey? (Apes have very short tails or no tails at all.) 3. Where is the natural home of the chimpanzee? (In the hot part of Africa.) 4. Does this animal seem contented? Why? 5. Is this animal in captivity? (Yes.)

Picture No. 17. A sad Simian.

1. Is this small ape in captivity? (No. Picture taken in jungle.) 2. Do you think this Simian is really sad? (No. Children should learn that the face of an ape does not always show how the animal feels.) 3. In what country do apes like this live? (In jungles in Africa.)

Picture No. 18. A peeved Waw Waw (sometimes spelled *Wah-wah*).

1. What does *peeved* mean? (Slightly angry, fretted, discontented.) 2. Do you know that the name *monkey* is commonly used for apes as well as for monkeys? (Yes. Scientists, however, call all monkey-like animals which have very short tails, or no tails, apes.) 3. Which of the animals in Pictures Nos. 16, 17, and 18 would you rather have for a pet? Why? (Pupils give answers.)

Picture No. 19. Two pals, a man-eating lion and a dog.

1. Why do you suppose the lion doesn't kill and eat the dog? (Lions are not killers when they are not hungry. Perhaps he

enjoys having the dog with him in the cage.) 2. Do you think a dog and a leopard would ever become good pals? (No. Scientists say leopards and dogs are always enemies.) 3. Do you think the lion and dog would share their food with each other? (No. They must be fed separately.)

Picture No. 20. Two fast friends who grew up together.

1. Do you think these animals are enemies? (No, but they too must be fed separately.) 2. Why do you think dogs make good pets? 3. Why do you think lions would not make good pets? (Too large and dangerous. They are so strong they might hurt people even in play.) 4. Should you like to have a monkey for a pet? Why?

D. Group Activities Suggested for Optional Use

1. Help pupils classify the different breeds of dogs they know in one of the six important groups of dogs, using pages 74–75, and any other information they may have or find.

1. Wolf dogs	3. Spaniels	5. Mastiffs
2. Greyhounds	4. Hounds	6. Terriers

2. Encourage pupils to collect pictures of the various breeds of dogs and paste them in a scrapbook or post them on bulletin board.

3. Visit a zoo if convenient and observe the different kinds of homes that are provided for the animals.

4. Let the children find out from the superintendent of the zoo, or from the animal keepers, what is done to keep the animals contented.

5. Help pupils make, for the room, a collection of books that contain stories, poems, and information about animals as pets. Give the children time to read them silently or orally in class, and encourage pupils to check them out for home reading.

6. Help the class make a list of other things they would like to know about animal pets and animals of the zoo.

III. Adaptability of Selections in the Unit for Use in the Development of Important Reading Habits and Skills

A. Order of Selections in the Unit

1. Puppy Dogs' Tales, pages 163–170
2. Three Dogs, and My Dog, pages 170–171
3. About a Dog, and For the Love of a Man, pages 173–179
4. Toto, the Smart Chimpanzee, pages 180–185
5. Sunning, page 187
6. Mealtime for the Pups, pages 188–194
7. How to Keep Captive Animals Happy, pages 195–203
8. The Dog House, pages 205–210
9. An Orphan Cub, pages 211–218
10. How to Tell the Wild Animals, page 219
11. The Captive Thrush, pages 220–222
12. Ginger Takes a Trip, pages 223–226

B. Classification of Selections

The following chart indicates which selections are best suited for use in developing a given reading habit or skill.

Reading Skills	Selections											
	1	2	3	4	5	6	7	8	9	10	11	12
1. Getting the main ideas..	x		x	x		x	x	x	x		x	x
2. Reading for details.....	x		x	x		x	x	x	x		x	x
3. Drawing conclusions....	x		x	x		x	x	x	x		x	x
4. Locating information...							x		x			
5. Selecting material read..	x		x	x		x	x	x	x			x
6. Organizing ideas.....	x			x		x		x	x			x
7. Remembering ideas.....			x	x		x	x	x	x			x
8. Oral reading.....		x			x					x		

IV. Teaching the Individual Selections

PUPPY DOGS' TALES

pages 163-170

A. Introducing the Story

The selection may be introduced by an informal discussion based upon questions similar to the following: 1. Have you ever owned a group of puppies? 2. What kind were they? 3. How did you decide what to name them? 4. What do you think a young puppy should be fed?

B. Introductory Reading of the Story

The material may be read silently. The following purposes are suitable: 1. *What are puppy dogs' tales?* 2. *Do you think the pups' names were well chosen?*

The following questions may be used for discussion following the reading:

Page 163. 1. Where did Bobby live? 2. Where did Bobby's uncle live? 3. What did Bobby's uncle tell him in the letter? 4. What did he ask Bobby to do?

Pages 164-165. 1. What did Bobby write in his letter? 2. Who were waiting for Bobby when he got to his uncle's house? 3. What kind of dog was on the steps? 4. Which puppies are shown in the picture on page 165?

Page 166. 1. What dog story is mentioned on page 166? 2. What two things did Bobby want to do for the puppies?

Page 167. 1. What picture of a dog is mentioned on page 167? 2. What did Bobby name the puppy who did so much wiggling?

Page 168. 1. Are collie dogs Scotch dogs? 2. What dog stories are mentioned on page 168.

Page 169. 1. What was the movie dog's name? 2. What did Bobby name his dog?

Page 170. What kind of stories did Uncle Robert read?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. In what ways do you think puppies can be helpful to people? 2. What things does the story tell about that must be done in caring for puppies?

Other Activities: 1. Find out how to give a puppy a bath. 2. Find out what other things must be done in taking good care of a puppy. 3. Encourage pupils to read stories of puppies aloud to classmates. 4. Let pupils tell of interesting things their puppies have done. 5. Let pupils bring pictures of their pups to school to be exhibited and talked about.

D. Rereading the Selection for Specific Purposes

1. *Getting the main ideas*

Which of the following statements are true?

1. The story is about Bobby. 2. The story tells about some puppies. 3. Bobby lived in the country. 4. Bobby knew some dog stories. 5. Bobby did not like any animals except dogs. 6. Bobby helped to name the Scottie pups. (True: 2, 4, 6.)

2. *Reading for details*

1. What kind of legs did the Scotties have? 2. Did Bobby get to the farm in the morning or afternoon? 3. How long did it take to get from the station to Uncle Robert's house? 4. How many puppies were there? 5. Who painted the picture "The Wasp"? 6. What was the name of John Muir's terrier? 7. What present did Bobby take for the puppies? 8. Who wrote the story about Rab? 9. Where did they sit in the evening? 10. What did Uncle Robert say every evening?

3. *Drawing conclusions*

Which of the following statements are true?

1. Bobby wrote to his uncle asking if he could visit the farm. 2. Bobby was too small to write a letter himself. 3. Bobby was a high-school boy. 4. Bobby stayed with his uncle several days. 5. Aunt Mary liked dogs. 6. Bobby helped his uncle. (True: 4, 5, 6.)

4. *Selecting material read*

1. Find a sentence that tells what advice Uncle Robert wanted. 2. Find a sentence that shows how Bobby felt when he read the letter. 3. Find a sentence that tells what building the puppies were in. 4. Which sentence tells how Bobby knew it was time to eat? 5. Find a paragraph that tells that Bobby enjoyed his visit with his uncle and aunt.

5. *Organizing ideas*

Write the following statements on a piece of paper. Put the number 1 in front of the first thing that happened in the story. Place the number 2 in front of the second thing that happened. Number the remaining events in the order that they occurred.

1. Bobby and his uncle looked at the puppies carefully. 2. Bobby got on the train. 3. Dinner was ready. 4. Bobby got a letter. 5. Uncle Robert read stories about dogs. 6. Bobby wrote a letter.

THREE DOGS, AND MY DOG

pages 170-171

These poems may be read orally by individual pupils and in concert. Give pupils opportunity to raise questions and to make comments about the poems. Do not quiz. Encourage pupils to bring other poems about dogs to class and to read them aloud.

ABOUT A DOG

pages 173-179

A. Introducing the Story

Raise these questions:

1. Have you ever heard of a dog who did something to show his love for his master? What did he do? 2. Look at the picture on page 173. This big dog lived in Alaska. What would you guess that he did to show that he loved his master?

B. Introductory Reading of the Story

The selection should be read silently. A suitable purpose is: *How did the dog justify his master's faith in him?*

The following questions may be used in discussion after the selection has been read:

Page 173. 1. Why did the dog do what it did? 2. What kind of dog was it?

Page 174. 1. What were the men doing? 2. How heavy a load did Buck's master say he could start? How far did he say he could pull it?

Page 175. 1. What made it hard to start the sled? 2. Do you think Thornton felt sure that Buck could start and pull the load?

Page 176. 1. What preparations were made for the test? 2. How did Buck seem to feel about what was happening?

Page 177. 1. What was there about Buck that caused the men to admire him? 2. How did one man show that he admired Buck? 3. What did Thornton's refusal of the offer show about his feeling toward Buck?

Page 178. 1. How did Buck show that he trusted his master? 2. How did Thornton help the dog?

Page 179. 1. How did Thornton help Buck? 2. How did the men show they admired Buck? 3. How did Thornton show he appreciated what Buck had done? 4. What two things about animals did Uncle Robert tell Bobby?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. What did you learn from the story about how men in Alaska felt about their dogs? 2. How did Buck seem to feel about his work? 3. In what ways do you think Alaskan dogs may show their love for their masters? 4. What did this story tell you about taking care of dogs? 5. In what ways can anyone show affection for his dog?

Other Activities: 1. Explore in books for other stories about dogs in Alaska. 2. Find out how a big dog should be cared for.

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which of these statements are true?

1. Buck loved his master. 2. Buck did what he needed to do to make his master's boast come true. 3. Thornton loved his dog. 4. Buck must have been an especially good dog. 5. Most of the story tells about a group of men in Alaska. (True: 1, 2, 3, 4.)

2. *Reading for details*

1. What did Uncle Robert say about the story? 2. What kind of dog was Buck? 3. Where is Dawson? 4. How much did the first man say his dog could start and pull? 5. What did the second man say about his dog? 6. What did the third man say? 7. What did Thornton say about Buck? 8. Was Thornton sure that Buck could start a thousand pounds? 9. How was the sled loaded? 10. How many men stood around the sled?

3. *Drawing conclusions*

Which of the following statements are true?

1. Buck looked like a trustworthy dog. 2. The men at Dawson were proud of their dogs. 3. Alaskan dogs are lazy. 4. Alaskan men brag about their dogs. 5. Alaskan dogs can pull heavy loads. 6. Teams of dogs are used in Alaska. 7. Some Alaskan dogs are worth large sums of money. 8. The best way to get a dog to do something is to whip him. 9. Alaskan dogs are valuable to their masters. 10. A good dog is admired. (True: 1, 2, 5, 6, 7, 9, 10.)

4. *Selecting material read*

Find the paragraphs which give the best answers to these questions:

1. What kind of dog did Bobby think Buck was from looking at his picture? 2. Where were the men talking? 3. What did Matthewson think about what Thornton said? 4. How were the men dressed? 5. How did Thornton feel when he saw the team

and sled? 6. What preparations were made for the test? 7. How did Thornton encourage Buck? 8. How did Thornton show he appreciated what Buck did?

5. *Remembering ideas*

Suppose that you were going to tell your friends what a great dog Buck was. Find sentences or paragraphs that have ideas you should remember for this purpose.

TOTO, THE SMART CHIMPANZEE

pages 180-185

A. Introducing the Story

This selection may be introduced as follows: "We have been reading stories that tell about dogs, and we have learned that dogs make good pets and that sometimes they are of great help to us. What other domestic animals do you think make good pets and helpers? Have you ever heard of a wild animal that made a good pet and helper? What did he do?"

B. Introductory Reading of the Story

The story may be read silently with or without a specific purpose. Satisfactory purposes may be stated as follows:
1. *How did Toto make himself at home in new surroundings?*
2. *In what way was Toto a smart animal?*

The following questions may be used to guide discussion when the reading has been done:

Page 180. 1. Where did Mr. Kearton go to take pictures? 2. Were there other Englishmen in Central Africa?

Page 181. 1. Why did the men say that Toto was a perfect gentleman? 2. Why was Toto left with Mr. Kearton? 3. Did Mr. Kearton like Toto?

Page 182. 1. How did Toto show he liked Mr. Kearton? 2. How big was Toto?

Page 183. 1. How did Toto make himself at home? 2. Where did Toto sleep? 3. How did Toto get along with the native boys?

Page 184. 1. What did the porters do to Toto? 2. How did Toto show Mr. Kearton he was unhappy? 3. How well did Toto like bananas?

Page 185. 1. How did Toto get bananas out of the box? 2. What habits of his human friends did Toto imitate?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. How do you suppose the English hunter happened to have Toto? 2. How did he show he was kind to animals? 3. How do you know Mr. Kearton was interested in wild animals? 4. How did Mr. Kearton show kindness to Toto? 5. What did Toto do to make people like him?

Other Activities: 1. Pupils may tell stories they have heard about wild animals as pets. 2. Encourage pupils to find stories that tell how wild animals help us. 3. Make a list of things that people might do to help wild animals.

D. Rereading the Stories for Specific Purposes

1. *Getting the main ideas*

Complete these sentences:

1. Mr. Kearton went to Africa to make ..... 2. Toto was brought to Mr. Kearton by a ..... 3. Toto was a .... chimpanzee. 4. Toto liked to eat ..... 5. Toto fished the .... from Mr. Kearton's pocket. 6. Toto covered himself with a ..... 7. One of the porters .... Toto. 8. It was hard for Toto to be satisfied with .... meals a day.

2. *Reading for details*

1. Where was Mr. Kearton's camp? 2. Why did Mr. Kearton go to Africa? 3. Did Mr. Kearton know the English hunter? 4. How did the hunter compliment Toto? 5. Why did the hunter want to leave Toto? 6. How did Toto show he liked Mr. Kearton? 7. What kind of bed was made for Toto?

8. What did Toto do when the blanket was taken from him? 9. What was Toto's favorite food? 10. How did Toto open the box? 11. What habits did Toto imitate? 12. What habit did Toto not want to learn?

3. *Drawing conclusions*

1. In what part of the world do champanzees live? 2. Would a chimpanzee make a good pet? 3. Would it be difficult to keep a chimpanzee contented? 4. What foods do you think chimpanzees need?

4. *Selecting material read*

Find the paragraphs which answer the following questions:

1. What did the hunter think of Toto? 2. Were Toto and Mr. Kearton good friends? 3. Was Toto a happy animal? 4. What food did Toto eat? 5. What did Toto do to imitate his friends?

5. *Organizing ideas*

Arrange these statements of events in the story in the order in which they happened.

1. Toto took Mr. Kearton's keys. 2. Toto took one boy's blanket. 3. Toto bit a porter. 4. Mr. Kearton went to Central Africa. 5. A hunter came to camp. 6. Mr. Kearton set up camp. 7. Mr. Kearton said, "I'll take him." 8. Toto made a nest. 9. A porter spanked Toto. (Correct order: 4, 6, 5, 7, 8, 2, 3, 9, 1.)

6. *Remembering ideas*

Find the sentences and paragraphs which have ideas in them that you would need to remember if you were telling someone what kind of an animal Toto was.

SUNNING

page 187

This poem may be read aloud by individual children, by the teacher, or by the class in concert. Give pupils oppor-

tunity to ask questions and to make comments, but do not quiz. Pupils who wish to memorize it should be encouraged to do so. Encourage individual oral reading of other poems about dogs.

MEALTIME FOR THE PUPS

pages 188-194

A. Introducing the Story

This selection may be introduced by brief discussion of the following questions:

1. What do you feed your puppy? 2. How often do you feed him? 3. What kinds of food do you think a puppy should have? 4. What things do you think we should know about feeding a puppy? 5. Why is it important to know how a puppy should be fed?

B. Introductory Reading of the Story

The selection should be read silently with or without a specific purpose. Suitable purposes are: 1. *How should young pups be fed?* 2. *Could I feed my puppy better than I do?*

The following questions may be used for discussion subsequent to the reading:

Page 188. 1. What was Bobby going to do that Tim did not think he should do? 2. Why did Bobby think chicken bones would be good for the pups?

Page 189. 1. What preparations had been made for the dog's breakfast? 2. Why must care be taken in caring for a puppy?

Page 190. 1. What is the purpose of the schedule? 2. Do you think the persons who made it knew much about dogs? What makes you think so?

Page 191. 1. Why did Bobby and Tim brush the pups? 2. What did Tim explain about the table scraps?

Page 192. 1. Why did Tim think it important to give dogs good care? 2. How did Bobby show that he thought the chart was important?

Page 193. How did Bobby put what he had learned into practice?

Page 194. 1. What did Aunt Mary think about caring for the pups? 2. Do wild animals need care? 3. How did Bobby do his exploring about wild animals?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. What important part of the raising of the pups had Tim studied? 2. Will a dog which is not properly fed be contented? 3. Should a dog stay in the house all the time? Give at least two reasons for your answer.

Other Activities: 1. Some newspapers and magazines carry articles about the care of dogs. Such articles could be clipped for a scrapbook. 2. Make a list of rules for the care of dogs. Get your information from books about dogs.

D. Rereading the Selection for Specific Purposes

1. *Getting the main ideas*

Which of these statements are true?

1. Some foods are not good for pups. 2. Puppies should be fed certain foods. 3. One does not need to be careful about feeding pups. 4. The story tells how dogs should be fed. 5. The chart showed when and what to feed a pup. 6. The story did not tell other ways of caring for a pup. 7. Bobby was interested in wild animals. (True: 1, 2, 4, 5, 7.)

2. *Reading for details*

1. What did Bobby learn that he did not know? 2. What did Bobby want to feed the pups? 3. How was the milk prepared for the pups? 4. How often were the pups fed? 5. Which dogs got water? 6. For what was the brush used? 7. Are table scraps ever all right for dogs? 8. How can you tell when a dog is well fed? 9. What food was Ginger to get at eleven o'clock? 10. Why was Ginger put in a box by himself?

3. *Drawing conclusions*

Which of these statements are true?

1. Bobby knew how to care for dogs. 2. Tim knew how to care for dogs. 3. If a dog is well cared for he will be contented. 4. A dog seldom needs to be brushed. 5. Puppies should have scalded milk. 6. Dogs should never be given bones. 7. Little dogs do not drink water. 8. In zoos the keepers are careful of the animals. 9. Wild animals need less care than dogs. 10. If a dog is fed correctly he is more likely to be contented. (True: 2, 3, 5, 8, 10.)

4. *Selecting material read*

Find the paragraphs which answer these questions:

1. What did the pups have for breakfast? 2. Why would Tim not give the pups chicken bones? 3. How did Bobby help Tim? 4. Does a dog need to be outdoors? 5. When was Ginger to be weaned?

5. *Organizing ideas*

Arrange these statements in the order that the events happened in the story:

1. Tim put out water for the dogs. 2. Bobby brought chicken bones for the pups. 3. Tim brushed the dogs. 4. Bobby and Tim looked at the chart. 5. Ginger was put in a separate box. 6. The pups had their breakfast. (Correct order: 2, 6, 1, 3, 4, 5.)

6. *Remembering ideas for a purpose*

Suppose you were going to tell one of your playmates of things that should be done for a puppy besides feeding him. Find the sentences in the story that tell ideas you would need to remember.

HOW TO KEEP CAPTIVE ANIMALS HAPPY

pages 195-203

A. Introducing the Story

This selection may be introduced in the following manner: "Some animals spend much of their lives in captivity.

You have seen them in circuses and in zoos. How do you suppose these animals are kept contented. What would have to be done for them?"

B. Introductory Reading of the Selection

This selection should probably be broken into two divisions. The first part may include pages 195–199. The second part may include pages 202–203.

The material should be read silently. A suitable purpose for the first part is: *What does a good keeper do to keep his animals contented?*

The following questions may be used to guide discussion when the reading has been finished:

Page 195. 1. What kind of work have zoo keepers often done before working with the animals? 2. Why are these people chosen to be keepers?

Page 197. 1. How can a good zoo keeper be described? 2. Do you think Brazil is a good place to find wild animals? Why?

Page 198. 1. What did the zoo keeper have to know about the animals' native homes? 2. What did the zoo keeper have to know about their natural diet? 3. What kind of directions did the chief give about each animal?

Page 199. Why didn't the chief have to give directions about the spider monkeys?

The second division (pages 200–203) may be read silently. A purpose may be: *What is the chief duty of a good animal collector?*

The following questions may be used for discussion purposes:

Page 200. 1. How did Joseph's ship resemble Noah's ark? 2. What preparations had to be made for the animals before they landed?

Page 201. 1. Why did Joseph keep the buyers waiting? 2. Why was Joseph a successful collector?

Page 202. 1. How was the barn made into a good home for the monkeys? 2. How was the leopard made more comfortable?

Page 203. 1. How did the leopard show he was more comfortable? 2. Why should captive animals be well cared for?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. What things did you learn from this story about the needs of captive animals? 2. What are some of the things a good keeper needs to know about animals? 3. Is it necessary to have expensive quarters for captive animals? Why not? 4. What is more important than money in keeping animals contented?

Other Activities: Find out how wild animals used in circuses are captured, and how they are brought to this country. In what kinds of books could you explore to do this?

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Choose the best ending for each sentence:

1. People who are chosen to be keepers for a group of wild animals are (people who have been around them, people who capture them, people who know how to get along with them). 2. In caring for captive animals it is most important to (make them comfortable, look at them often, know who captured them). 3. All captive animals should (have the same food, have shelves to sleep on, not have the same food). 4. When captive animals are traveling on the ocean they (do not need to eat, must be fed carefully, are not dangerous). 5. Captive animals can be made contented by (attention from visitors, good food and a good home, taking them on a trip on the ocean).

2. *Reading for details* (Using pages 200–203)

1. On which deck of Joseph's ship were the animals? 2. When did Joseph send the message to the zoos? 3. When did the buyers

come to the ship? 4. How long had Joseph worked cleaning the cages? 5. How did he clean the drinking pans? 6. What had the monkey house been used for previously? 7. Why was the leopard discontented? 8. How did he show his discontent? 9. What were the stumps used for? 10. Why are animals kept in zoos?

3. *Drawing conclusions*

Which of these statements are true?

1. Most wild animals feel friendly toward their keepers? 2. To be a good keeper one must like animals. 3. The chief animal keeper needs to know about many kinds of wild animals. 4. All animals need to be sprayed. 5. Different wild animals need different kinds of food. 6. All wild animals need to be kept warm. 7. Some men make a business of collecting wild animals. 8. Most zoo keepers go to Brazil for their animals. 9. Cleanliness is unimportant in the care of wild animals. 10. Small matters are often important in the care of captive animals. (True: 1, 2, 3, 5, 7, 9, 10.)

4. *Locating information*

In each of the following questions find the word that you would look for in the index of a book to find answers to the question:

1. Are *leopards* fierce animals? 2. What is queer about a *sloth?* 3. In what parts of the world do *anteaters* live? 4. How should *bears* be cared for? 5. What funny things do *monkeys* do?

5. *Selecting material read*

Read the paragraphs which contain the best answers to the following questions:

1. What does a good keeper do? 2. What animals were received by the southern zoo? 3. What preparation had to be made for the sloths? 4. What preparations had to be made for the armadillos? 5. Who was Ellis Joseph? 6. What message did Joseph radio from the boat? 7. Why was Joseph a suc-

cessful collector? 8. What kind of monkey house did the western zoo have? 9. What did the keeper know about leopards that helped him in this work? 10. Why should we make captive animals contented?

6. *Remembering ideas*

Find the ideas in this story which you think you should remember in order to tell someone how animals in a zoo should be cared for.

THE DOG HOUSE

pages 205-210

A. Introducing the Story

Raise the following questions:

1. What kind of house do you have for your dog? Where did you get it? 2. Have you seen anyone make a dog house? How did he do it? 3. What do you think a good dog house is like? How big should it be? 4. What would you need to know to make a good dog house?

B. Introductory Reading of the Story

This selection should be read silently. Suitable purposes are: 1. *How did Bobby find out how to build a dog house?* 2. *How can you make a drinking bowl for your dog?*

The following questions may be used for discussion when the reading has been completed.

Page 205. 1. What problem did Bobby have to solve? 2. Where did he go to get help on his problem?

Page 206. 1. What different things did they learn from the book? 2. How do you think the pictures helped them?

Page 207. 1. What tells how large a dog house should be? 2. How did Bobby decide how large the dog house should be?

Page 208. What did Uncle Robert say was needed to make the drinking bowl?

Page 209. 1. What preparations had to be made for making

the bowl? 2. How was the cement to be mixed? 3. How was the bowl completed?

Page 210. How did Bobby and his uncle spend the evenings?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. What provision did Bobby want to make for Ginger's comfort? 2. What does a dog house have to be like to be comfortable? 3. What else do you suppose Bobby could find out about caring for a dog from the books in the library?

Other Activities: 1. Explore in magazines to find plans for making a dog house. 2. Have pupils tell of dog houses they have made or seen. 3. Make a list of all the things that should be done to keep a dog contented. Explore in books for some of the information needed.

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which sentences are true?

1. A dog house should be kept clean. 2. A dog house should be ventilated in order to be comfortable. 3. Help for making a dog house can be found in books. 4. Dogs should have their own dishes. 5. Dog houses cannot be home made. (True: 1, 2, 3, 4.)

2. *Reading for details*

1. Where did Bobby get the idea for the dog house? 2. Where did he first look for information? 3. What did the librarian say to Bobby? 4. What is a good way to make a porch on a dog house? 5. What is a good way to provide for fresh air in a dog house? 6. What is a good provision to make for cleaning a dog house? 7. What materials did Uncle Robert suggest for making the drinking bowl? 8. When did Bobby want to start to work on the dog house?

3. *Drawing conclusions*

Which sentences are true?

1. A house for a dog that is two feet long should be at least

two feet wide. 2. The roof on a dog house should be flat and level. 3. Openings for air in a dog house should be low down on the sides. 4. If the door of the house is kept open, there is no need for air holes. 5. Bobby was interested in making a good house for Ginger. (True: 1, 5.)

4. *Selecting material read*

Find the paragraphs which answer the following questions:

1. Where did Bobby hunt for information? 2. How should the roof of the house be fastened? 3. How large should a kennel be? 4. What is needed to make a drinking bowl? 5. What was Bobby thinking of when he went to bed? 6. When was Bobby to go home?

5. *Organizing ideas* (Using pages 208–209)

Give the pupils this skeleton outline:

How to Make the Form for a Drinking Bowl

I. Knock out the bottom of a cheese box
II. Set the box on a newspaper
III. Place the pan upside down in the middle of the box
IV.
V.
VI.
VII.

Have pupils fill in the last four points from their reading of page 209.

6. *Remembering ideas*

Find the paragraphs that tell ideas you will need to remember when you tell someone what makes a dog house a good one.

AN ORPHAN CUB

pages 211-218

A. Introducing the Story

The approach to this story may be made by a brief discussion in which the following questions may be used:

1. Have you ever seen a mother bear with her cubs? What things did she do with them? 2. What things do you think a mother bear would teach her cubs if they were living as a family in the mountains? 3. What do you think would happen to a young cub who was left alone as an orphan in the mountains?

B. Introductory Reading of the Story

It is possible that the entire story may be read in one session. If not, divisions may be made as indicated in the text. The reading may be done silently with or without the following purpose: *What are some of the things that a mother bear does with her cubs?*

The following questions are suggested for discussion:

Page 211. 1. How did Mr. Mills get the information he told in the story? 2. How was the cub made an orphan? 3. Where did Mr. Mills go to look for the cub? Why do you suppose he went to this place?

Page 212. 1. How do you think bears know when people are near them? 2. Where did the cub hide?

Page 213. 1. How did Mr. Mills know a mother bear and a crippled cub were in the neighborhood? 2. What were some of the things Mr. Mills thought the bears had done? 3. How did he know about these things?

Page 214. 1. How did the two cubs become acquainted? 2. How did Mr. Mills know the orphan had found a mother?

Page 215. 1. When did Mr. Mills see the cubs again? 2. Why do grizzly bear cubs have to be taught to swim? 3. What were the bears eating when Mr. Mills saw them by the lake? 4. How did the cubs get out into the lake?

Page 216. 1. How did the grizzly bear teach her cubs to swim? 2. How did she show that she was a good mother?

Page 217. 1. What was the man with Mr. Mills interested in? 2. What were the bears doing? 3. Do you think the mother bear showed that she had taken the orphan into her family? How?

Page 218. How did the hunter show that he did not feel as Mr. Mills did about the bears?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. What interesting things about bears did you learn from this story? 2. What did you learn from this story that would be helpful in making a captive bear contented? 3. What dangers do wild bears have to face that captive bears do not?

Other Activities: 1. Find out what is done in zoos to keep bears contented. 2. Explore in books for information on different kinds of bears. Where do they live? What are their habits? 3. Find out what *hibernate* means. When do bears hibernate? Can you find out why they do it?

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

1. What is the difference between a naturalist and a hunter? 2. What things did the mother bear do with the cubs? 3. How do bears become aware of the approach of a man or another animal? 4. In what ways does a mother bear show affection for her cubs? 5. Do you think the bears were contented? Why?

2. *Reading for details* (Using pages 211–216)

Which of the following sentences are true?

1. Enos Mills was a big game hunter. 2. Mills killed the orphan cub's mother. 3. The orphan cub was lonesome. 4. Mills could not catch the cub. 5. Mills followed the cub's tracks. 6. Bears put their heads on the ground when they think someone is near. 7. The cubs met for the first time on a big rock.

8. The cubs wanted to go swimming. 9. The mother bear was afraid of the water. 10. The mother pushed the cubs under the water. (True: 3, 4, 5, 10.)

3. *Drawing conclusions*

Choose the best ending for the sentences:

1. The mother bear was (kind, mean to the cubs, cross). 2. Enos Mills (liked to study animals, did not show an interest in the orphan cub, wanted to make the cub a captive). 3. The mother bear (did not teach the cubs anything about taking care of themselves, was so lazy that the cubs bothered her, was a good mother). 4. The bears stayed in the neighborhood where Mr. Mills tramped for at least (one month, a year, six months).

4. *Locating information*

Here is part of the index of a book that shows what the book tells about bears.

> Bears, berries as food for, 48; habits of, 42–44; insects as food for, 48; kinds, 47; number of, 50; traits of, 45–46; where found, 49.

On what pages in the book would you look to find answers to these questions?

1. What food do bears eat? 2. Are there wild bears in Iowa? 3. What does the wild bear do in winter? 4. Are wild bears always dangerous to man? 5. What kinds of bears live in the Rocky Mountains?

5. *Selecting material read*

Find the paragraphs that give the best answers to the following questions:

1. Where did Mr. Mills find the orphan cub? 2. Where did Mr. Mills find the cub the next time? 3. What happened when the cubs met? 4. When did the mother bear give the cubs the swimming lesson? 5. How did the mother bear get the cubs in the water? 6. How does a mother bear play with her cubs?

7. How did Mr. Mills keep the hunter from shooting? 8. How does a bear tell when men are near?

6. *Organizing ideas*

Arrange these events in the order that they happened in the story.

1. The hunter started to shoot at the bears. 2. The orphan cub found a mother. 3. The cubs were taught to swim. 4. Mr. Mills found the orphan cub. 5. The mother bear played with the cubs on the stump. 6. The bears ate ants.

7. *Remembering ideas*

Find the ideas you would need to remember to tell someone the answers to these questions.

1. What do bears eat? 2. How do bears tell when a man is coming near to them?

HOW TO TELL THE WILD ANIMALS

page 219

Individual pupils may read the poem aloud just for the fun in it. Give time for pupils to raise questions and to make comments. Raise this question: What does the poem say are the ways we can tell a lion, a bear, and a chameleon? Encourage pupils to tell of ways in which other wild animals can be identified. What is the joke in each stanza? Ask pupils to search for other poems about wild animals, and to read them aloud to the class.

THE CAPTIVE THRUSH

pages 220–222

A. Introducing the Story

1. What captive birds have you seen? Where did you see them? 2. Do you think it would be a mistake to turn loose all captive birds? Why? 3. Should some birds not be made captives? Which ones? Why?

B. Introductory Reading of the Story

This story should be read silently with or without a definite purpose. A satisfactory purpose is: *What was there about the way the thrush lived that made it discontented?*

The following questions may be used for discussion when the reading is finished:

Page 220. 1. Was the thrush kept in a pleasant place? 2. What kind of song did it sing?

Page 221. 1. Was the bird well cared for? 2. How was the captive bird different from the wild thrushes?

Page 222. 1. What did the wild thrush get from the garden? 2. What did Mr. Redburn try to do to make his bird more contented? 3. What should he have done?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. Why could the thrush not be contented? 2. Is there any good reason for keeping a thrush captive? 3. Why is it all right to keep some birds captive and not others?

Other Activities: 1. Find out how captive birds in homes are kept contented. What must be done for them? 2. Find out how captive birds are cared for in zoos. What are some of these birds?

D. Rereading the Selection for Specific Purposes

1. *Getting the main ideas*

Which of these sentences are true?

1. The food that a thrush eats makes a difference in the way he looks. 2. A thrush can learn to mimic a whistle. 3. Mr. Redburn did not take care of the thrush. 4. The thrush was unhappy in the cage. 5. Mr. Redburn should have let the thrush go free. 6. The thrush would have been more contented if he had been free. (True: 1, 2, 4, 5, 6.)

2. *Reading for details*

1. Where was the thrush's cage kept? 2. What noises did

the thrush imitate? 3. Who lived next door to Mr. Redburn? 4. About what was Mr. Redburn puzzled? 5. How were the feathers of the wild thrush different from those of the captive? 6. What food was the captive given? 7. What other food did it need? 8. What discovery did Mr. Redburn make? 9. What color are thrush eggs?

3. *Drawing conclusions*

Which of these statements are true?

1. Mr. Redburn did not want to make the captive thrush contented. 2. Mr. Redburn did not succeed in making the thrush completely contented. 3. Mr. Redburn learned one thing to do for his captive by watching a wild thrush. 4. A thrush should be kept captive because it can be made more contented than it can be as a wild bird. 5. A thrush needs food other than bird seed and bread and milk. (True: 2, 3, 5.)

GINGER TAKES A TRIP

pages 223-226

A. Introducing the Story

This story may be approached by the teacher making some statement such as the following: "You will remember that Bobby went to the farm to visit his uncle. What were some of the things he did there? Did he get a puppy for himself? What did Bobby name him? Why did Bobby and his uncle build a dog house? How do you suppose Bobby took his dog home?"

B. Introductory Reading of the Story

This selection should be read silently. A suitable purpose is: *How did Bobby make use of what he had learned about keeping pets contented?*

The following questions may be used for discussion subsequent to the reading:

Page 223. 1. What preparations did Bobby make for the

trip home? 2. What instructions did he give to the baggage man?

Page 225. 1. How was Ginger received at home? 2. What did Bobby want to do for Bill's dog?

Page 226. What did Bobby learn from Bill?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. What did Bobby do to see that Ginger would be contented during the trip home? 2. Why did he put the dog house in a shady place? 3. What did he do to help Bill make his dog contented?

Other Activities: Have pupils make a list of the things they should do to make their dogs more contented.

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which of these statements are true?

1. Bobby made plans to see that Ginger would be well cared for on the way home. 2. Bobby told the men on the train what to do to keep Ginger contented. 3. Bobby used what he had learned when he placed the dog house in a shady spot. 4. When Bobby helped Bill to build a dog house, he could not remember what his uncle had taught him. (True: 1, 2, 3.)

2. *Reading for details*

1. What did Bobby fasten over the door of the dog house? 2. Where did Ginger ride on the train? 3. What did Bobby do for Ginger before they left the farm? 4. Who met Bobby at the station? 5. What was the name of Bobby's friend? 6. Did Bill have a dog? 7. When did Bobby and Bill begin to make a dog house?

3. *Drawing conclusions*

1. Why did Bobby place wire netting over the door of the dog house? 2. Why do you think Ginger could not travel with Bobby in the coach? 3. Why do you think Ginger was con-

tented when she got to Bobby's home? 4. How do you know that Bobby used what he had learned at the farm?

4. *Selecting material read*

Find the paragraphs which give the best answers to the following questions:

1. What directions did Bobby give the baggage man? 2. What did Bobby do with his dog when he got home? 3. What was used in making the house for Wiggles? 4. How did Bobby and Bill spend part of their time? 5. What directions should you give trainmen for taking care of a dog on a trip?

5. *Organizing ideas*

Arrange these ideas in the order that they happened:

1. Bobby put the dog house in a shady place. 2. He placed wire netting over the door. 3. Bobby helped Bill make a dog house. 4. Bobby got a library card. 5. Bobby's father and mother met him. (Correct order: 2, 5, 1, 3, 4.)

6. *Remembering ideas*

Find the ideas you would need to remember if you were taking a dog on a train.

V. Suggested Activities for the Unit as a Whole

1. Each pupil may choose his favorite wild animal and find out several things about it and report his findings to the class. The suggested list of things to find out may guide the pupil in his search for information.

1. Where is the natural home of the animal?
2. What food does it eat?
3. How does it get its food?
4. What are some of its interesting habits?
5. Is the animal an enemy of man?

2. The class may want to have a pet show. A few plans must be made for the show. (1) Set date for show. (2) List pets

that may be shown. (Dogs, cats, parrots, canaries, goldfish, toads, harmless snakes, mice, rats, rabbits, guinea pigs, etc.) (3) A few rules must be made. Every pupil must care for his pet while it is at school. Each pupil may have a few minutes to show his pet to the class and tell some of the interesting things about it and how the pet is cared for. At this time the pet may perform tricks if it has been trained.

3. Numbers for an interesting assembly program may be secured from the pet show. The program may consist of showing the largest and smallest dog; the best trained dog; the most interesting dog; the prettiest cat or kitten; and one each of the different kinds of pets. As each pet is shown on the stage, its owner may explain interesting things about his pet, and tell how it is cared for.

4. Make a portfolio of pets. Pictures of various pets and children's writings about them should be included. A portfolio of Animals That Live in the Zoo may be made in a similar way.

5. Different pupils may wish to prepare individual reports on such topics as How Birds May be Fed in Winter; How to Build a Good Dog House; How to Care for Canaries; Interesting Captive Animals; How to Train Dogs to Do Tricks; and others.

6. Each pupil may list the most interesting animal story he has read in books that can be found in school or the public library. After the name of each story, the name of the book in which the story can be found should be written. Post the list on the bulletin board.

VI. A Written Test on Basal Concepts

1. Are dogs wild or tame animals?
2. Name three ways in which dogs differ in appearance.
3. Write two things to do in keeping dogs contented.
4. Name three ways in which dogs help people.
5. What is the difference between a captive animal and a tame animal?
6. Name three other animals that belong to the dog family.
7. Name two kinds of bears.

8. What is the difference between domestic animals and wild animals?
9. Write three things to do in keeping any animal contented.
10. Write the names of three domestic animals, three tame animals, and three captive wild animals.

UNIT FOUR

NILS AND INGER IN SCANDINAVIA

I. Purpose of the Unit

The purpose of this unit is to help children acquire a better understanding of the Scandinavian countries, of some of the ways in which Scandinavian people lived long ago, and how they live today.

II. Preparation for Reading the Unit

(The Reading-Readiness Approach)

A. Basal Concepts to be Developed

1. Scandinavia
2. Denmark
3. Norway
4. Sweden
5. Hammerfest
6. How fiords are formed
7. What a landing pier is
8. How and why nets are used in deep-sea fishing
9. Making hay in Norway
10. How and why codfish are dried
11. Dairying in Scandinavia
12. Winter sports in Norway
13. How porcelain is painted in Denmark

B. Oral Vocabulary to be Used and Understood During the Discussion

fiord	Sweden	Europe
landing pier	Swedish	winch
Scandinavia	Vikings	mast
Scandinavian	glaciers	fertilizer
Norway	tourist	purified
Norwegian	products	racks
Denmark	wharf	dairy
Dane	wharves	porcelain
Danish	cod-liver oil	

Ewing Galloway

1. *A steamship on a fiord in Norway in summer.*

De Cou, from Ewing Galloway

2. *A landing pier on a fiord in Norway.*

What can you tell about the country of Norway? What do you think a fiord is?

Burton Holmes, from Ewing Galloway

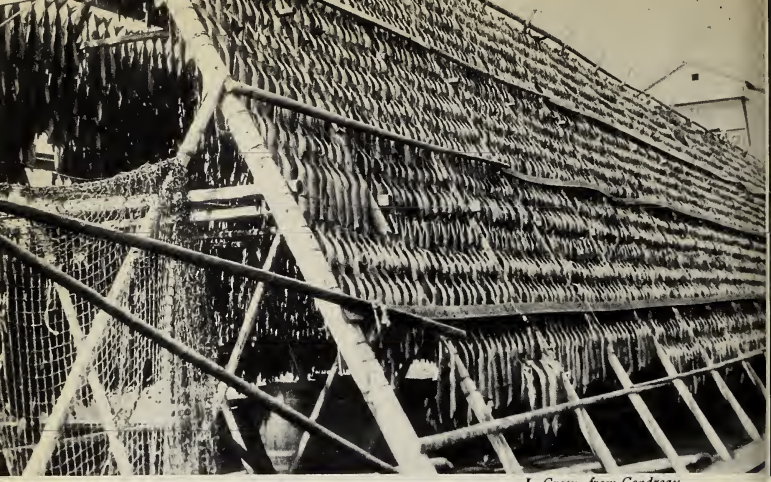
3. *A fishing fleet in the harbor of Hammerfest, Norway.*

What can you tell about the country around Hammerfest? Is it warmer or colder here than in the South Sea Islands? How is this village different from the South Sea Island fishing village?

Ewing Galloway

4. *Deep-sea fishing.*

How is the net load of fish lifted out of the sea? Is this a modern or a primitive way of fishing? Why?



L. Green, from Gendreau

5. *Drying codfish in Hammerfest.*

De Cou, from Ewing Galloway

6. *A big catch of codfish.*

Fishing is an important business in Scandinavia. Why, do you suppose, are fish dried? How else may fish be kept from spoiling?

De Cou, from Ewing Galloway

7. *Stacking hay on racks to dry in Norway.*

Burton Holmes, from Ewing Galloway

8. *A dairy farm in Denmark.*

Dairying is also an important business in Scandinavia. Why, do you suppose, does hay have to be hung up to dry? Are the farm buildings very different from those in our country?

Ewing Galloway

9. *In Copenhagen, Denmark. This woman is painting a porcelain "Princess" of the Hans Andersen fairy tales.*

What fairy tales by Hans Andersen have you read?

Eisenstaedt-Pix

10. *Skiing down a mountain.*

H. Armstrong Roberts

11. *Going around a curve. Will he make it?*

Skiing is one of the winter sports in Norway and Sweden. Can you tell why?

12. *Scandinavia, Norway, Sweden, and Denmark.*

Find the cities of Bergen, Oslo, Stockholm, Copenhagen, and Odense. Why do you suppose the largest cities are on the water?

C. Suggested Questions for Discussion

Introductory Discussion

1. What is the title of this unit? (See title, page 229 — Nils and Inger in Scandinavia.) 2. What is the meaning of *Scandinavia?* (It is a name given to a group of three countries — Norway, Denmark, and Sweden.) 3. Where is Scandinavia? (On world map or globe, locate these three countries.) 4. Which of these countries have you learned something about in other units that you have studied? (Give pupils opportunity to recall information learned in connection with Picture No. 7, and the story, Taming Crookhorn, pages 25–30, Unit I.) 5. If you were to make a trip to Norway, what route would you plan to follow? (Indicate route on world map.) 6. If you were to arrive in Norway today, what kind of country would you expect to find? What would you expect the people there to be doing? (Let children tell anything they already know that is related to these questions.)

7. What do you see in the picture on page 229? (A ship on the sea in the foreground. Mountains in the background.) 8. What kind of ship do you think this is? (A Viking ship.) 9. What is the meaning of *Viking?* (Viking is the name that was given to people long ago who lived in the Scandinavian countries.) 10. Do you think this is a modern ship? (No. Vikings used this kind of ship many years ago.) 11. Do you think there are mountains in Scandinavia? Why? (Mountains in picture.) 12. Why did the Vikings often paint the picture of a dragon on the sail of their ships and place a carved wooden figure like the head of a dragon on the front of their ships? (Questions like this one may be left unanswered until the unit is read. Questions not answered in the unit may be assigned for research.)

13. What things do you see in the picture on page 230? (Road, rocks, trees, water, church spire, house, fields, mountains, snow on a distant mountain.) 14. What does snow on a mountain in summer tell you about a country? (Either the country is cold or the mountain is very high.) 15. How can you learn more

about the Scandinavian countries, the ways in which the people there live today, and how they lived long ago? (This unit will tell you.) 16. What are some things that people here do to make a living? (This unit will tell you.) Would you like to live in one of the Scandinavian countries? Why?

Picture No. 1. A steamship on a fiord in Norway in summer.

1. What is a fiord? (A long, narrow, and deep arm of the sea which extends far back into the land.) 2. How were fiords formed? (Usually formed by glaciers, great rivers of ice. Long ago the glaciers pushed their way through narrow valleys. The ice scraped and dug the floor of the valleys down below the level of the sea. When the glacier melted, the sea entered the deep-cut valleys. Usually high steep cliffs are seen on the sides of fiords.) 3. Why is the steamship on the fiord? (Many tourists travel through fiords to see the beautiful natural scenery.)

Picture No. 2. A landing pier on a fiord in Norway.

1. What is a landing pier? (A platform at which a ship may stop to load or unload.) 2. Do you know another name for a landing pier? (Wharf.) 3. Do you see the landing pier in the picture? (Platform built on poles set in the water.) 4. Why would you expect the people in Norway to haul more things in boats than in trains and automobiles? (Most of the people live along fiords or the sea. The country has so many mountains it is very difficult to build railroads and highways.) 5. What are some of the products Norwegians load and unload at landing piers or wharves? (This unit will tell you.)

Picture No. 3. A fishing fleet in the harbor of Hammerfest, Norway.

1. Where is Hammerfest? (Locate on map, Picture No. 12. Hammerfest is farther north than any other city in Europe. It is about the same distance from the North Pole as the northern part of Alaska. In the fall the days get shorter and shorter. About the 18th of November the sun sets at Hammerfest and does not rise again until noon on January 23d. Once every

twenty-four hours during those days it comes near enough to the horizon to produce a twilight. Only a tiny edge of the rim of gold peeps over the horizon. It remains visible for a few moments and then sinks from sight. The day that the sun returns is a day that the school children of Hammerfest celebrate with great joy. Each day after January 23 the sun climbs higher and remains longer in view. The days get longer and longer until on May 13, there is no night left. From this date until late in July, the sun does not set at all. It travels around and around in a circle just above the horizon. It completes the circle once in twenty-four hours. On July 29 it sets for a short time. On following days it rises and sets, remaining longer below the horizon on each succeeding day until November 18 when it fails to rise at all. Hammerfest is a modern city with electric lights, schools, and churches. Its houses are made of lumber. The fishing boats anchored in the harbor show that many of its people make their living by fishing.)

2. What can you tell about the country around Hammerfest? (The country is generally bleak and bare. From near-by mountains one can see the snow and ice fields of the Arctic and the great Arctic Ocean.) 3. Is it warmer, or colder, here than in the South Sea Islands? (Colder. Average temperature forty degrees colder than in South Sea Islands.) 4. How is this village different from the South Sea Island fishing village? (Compare this picture with Picture No. 7, Unit II. Let children point out differences.)

Picture No. 4. Deep-sea fishing.

1. How is deep-sea fishing done? (A large net with heavy weights tied to it to make it sink to the bottom of the sea is pulled along with long ropes behind the ship. As the net is moved along fish are caught in it. Fishermen know by the pull on the ropes when the net is full of fish.) 2. How is the net-load of fish lifted out of the sea? (The net is lifted by a winch, or drum, around which the rope to the net is wound. The winch is usually turned by an engine. A long thick rope is attached to the top of the net. It passes from the net over a pulley to the

winch. Neither the pulley nor the winch are in the picture. The pulley is supported high above the sides of the boat by tall posts. As the winch turns, the rope attached to the net is wound around the winch drum just as one sometimes winds thread upon a spool by turning the spool. As the rope is wound around the winch drum, the net is lifted from the sea.) 3. Is this a modern or primitive way of fishing? Why? (Modern because of the machinery used. Larger catches of fish can be made with this method of fishing than could be made when men used spears, small traps, hooks, and lines, and small nets that were lifted by man power. Sometimes 50,000 pounds of fish are caught at a time.) 4. Do you know what will be done with the fish in the net? (The next picture will show what is done with many codfish that are caught this way.)

Picture No. 5. Drying codfish in Hammerfest.

1. How are codfish dried? (The fish are cleaned, salted, and hung upon the frames in the sunshine. Every fish must be turned once a day to allow the sun to shine on both sides. From four to ten days are needed for drying. When dry, the fish are as stiff as boards.) 2. Who does the work of preparing the codfish for drying in Norway? (Most of the work is done by boys, girls, and women. Men catch the fish.) 3. Why do you suppose the fish are dried? (To keep the fish from spoiling.) 4.. How else may fish be kept from spoiling? (Canning and pickling.)

Picture No. 6. A big catch of codfish.

1. Do you know what fishermen at sea do when their boats are loaded with fish? (They return home and unload boats.) 2. Can you see the masts of recently returned fishing boats? (Background.) 3. Why are there so many people in the foreground of the picture? (Some have come to see the big catch of fish. Others will soon be at work cleaning the fish.) 4. Besides the flesh of the fish do you know what other important products we get from codfish? (Cod-liver oil is made from the liver of these fish; glue and fertilizer is made from waste scraps

of meat and heads of the fish.) 5. Are the children dressed like children in this country? (Very much the same.) 6. What use do you know for cod-liver oil? (Taken to build up people who are weak and ill. It has a good effect like that of summer sunshine.)

Picture No. 7. Stacking hay on racks to dry in Norway.

1. Why do you suppose the hay must be dried on racks? (The air is so damp that hay often spoils before it will dry on the ground. When put on racks, hay dries quickly.) 2. How do you think the hay was cut? (It was cut by hand with a scythe.) 3. How was the hay raked together? (The work was done with a hand rake which looks like a garden rake. You can see it leaning against a post in the foreground of the picture.) 4. What does the picture show that makes you think that people work very hard in Norway? (Even the women and small children must work in the fields. The summers are so short the men haven't time to do all the work.) 5. What do you think will be done with the hay? (Taken to the barn and fed during the winter to sheep, goats, cows, and horses.) 6. Where are the goats, sheep, and cows kept during the summer? (Let children recall what they learned in connection with Picture No. 7, Unit I. They are kept on mountain pastures.)

Picture No. 8. A dairy farm in Denmark.

1. What is a dairy farm? (A farm on which cows are kept and milked.) 2. What do owners of dairy farms sell? (Milk, cream, and butter. Sometimes they make cheeses from the milk and sell them.) 3. Are the farm buildings very different from those in our own country? (Buildings are similar. Windmills unlike those in this country.) 4. Are the girls dressed as girls in this country dress? (Let children decide.)

Picture No. 9. In Copenhagen, Denmark. This woman is painting a porcelain "Princess" of the Hans Andersen fairy tales.

1. What is porcelain? (A fine kind of chinaware.) 2. Have you read a story written by Hans Andersen in which there was

a Princess? Do you think she looked like this porcelain Princess? 3. What pattern is the woman following as she paints? (The porcelain Princess on the right is the pattern. The woman is trying to make another one exactly like it.) 4. Can you guess why these plants and flowers are in the room? (To help in color and design.) 5. Do you know where Hans Andersen was born? (City of Odense.) What did he do? (This unit will tell you.)

Picture No. 10. Skiing down a mountain.

1. Can you tell what skis look like? (They are a pair of long narrow pieces of wood. The front end of each ski is turned up slightly. Near the middle of each ski is a strap by which the ski may be fastened to one's foot.) 2. What do the men on skis carry in their hands? (A staff in each hand. The men use them to push themselves along over the snow and as brakes to check their speed when they wish to go a little slower. They use them also to help them keep balanced in making turns.) 3. Do the men seem to be moving rapidly? (Yes. Ski riders sometimes travel sixty miles an hour on very steep hillsides. People in Norway often travel long distances on skis. They can travel nine or ten miles in one hour in this way. When going considerable distances they carry packs on their backs that contain food and blankets. Can you guess why?)

Picture No. 11. Going around a curve. Will he make it?

1. What is the man doing to keep himself balanced? (Using a staff in each hand.) 2. Do you know another way skis are used besides in travel? (They are used for making long jumps. Sigmond Ruud set a world record of 324 feet.) 3. Can you tell why skiing is one of the winter sports in Norway? (Custom and the presence of snow and long slopes make skiing a popular winter sport in Norway.) 4. Is skiing a winter sport in this country? Where? 5. What is your favorite winter sport? Why?

Picture No. 12. Scandinavia, Norway, Sweden, and Denmark.

1. Find the cities of Bergen, Oslo, Stockholm, Copenhagen,

and Odense. 2. Why do you suppose the largest cities are on the water? (Large cities are always located at places where large quantities of products are traded, stored, and shipped. Most of the products in Scandinavian countries are carried in ships. The largest cities have, therefore, grown up where the largest number of ships go.)

D. Suggested Group Activities for Optional Use

1. Make a list of environmental factors and tell how they influence the ways in which the people of Scandinavia live. This example may be used to start the list:

(1) Climate makes it necessary for the people to wear heavy woolen clothing.

2. Make a simple two-column table that will compare the things that people in the South Sea Islands do and things that people in Norway do.

3. Make a list of products that people of the United States buy and sell to Scandinavian countries.

4. Find out why there are times in Hammerfest, Norway, when the sun does not rise or set. Any good geography will explain this.

III. Adaptability of Selections in the Unit for Use in the Development of Important Reading Habits and Skills

A. Order of Selections in the Unit

1. So They're Going to Scandinavia, and The Calf That Went Skiing, pages 231–242

2. Spring at Hoel Farm, pages 244–251

3. Summer at Hoel Saeter, and The Children Leave the Saeter, pages 253–261

4. The Viking Ships, The Vikings, and The Wharf, pages 262–271

5. The Midsummer's Festival in Sweden, pages 273–277

6. Nils and Inger Visit Stockholm, and The Little Wood Carver, pages 278–285

7. All Aboard for Denmark, and Hans Christian Andersen, pages 287–298

B. Classification of Selections

Reading Habits and Skills	Selections						
	1	2	3	4	5	6	7
1. Getting the main ideas	x	x	x	x	x	x	x
2. Reading for details	x	x	x	x	x	x	x
3. Drawing conclusions	x	x	x	x	x	x	x
4. Locating information			x				x
5. Selecting material read	x	x	x	x	x	x	x
6. Organizing ideas	x		x	x	x	x	x
7. Remembering ideas	x	x	x	x	x		x
8. Oral reading							

IV. Teaching the Individual Selections

SO THEY'RE GOING TO SCANDINAVIA
THE CALF THAT WENT SKIING

pages 231–242

A. Introducing the Stories

Hold a brief discussion on the following questions:

1. If you were going to Scandinavia what things would you plan to see there? What sports would you play? 2. What parts of Scandinavia would you want to visit? 3. What things would you want to see the people do?

B. Introductory Reading of the Stories

It is probable that the reading of these selections should be broken into two divisions as indicated in the text. The first division ends at the bottom of page 235. The reading of this material may be done silently. A suitable purpose

is: *What things did the children plan to do and see in Scandinavia?*

The following questions are suggested for discussion following the reading:

Page 231. 1. Where did Nils and Inger live? 2. Why did they not have to look at a map to find out where Scandinavia is?

Page 232. 1. What did Mother tell the children about the mountains? 2. What stories did Grandmother Nilssen tell?

Page 233. 1. Who were going to go on the trip to Scandinavia? 2. What relatives were they going to visit? Where did these relatives live?

Page 234. 1. What did Nils want to see? 2. Why did Grandmother say they would have to take warm clothing? 3. Why do you think it is possible to ski in Norway in the summertime?

The second division begins on page 236. A suitable purpose is: *What happened when the boys were left alone on the farm?*

Page 236. Why do you think Mother found it hard to go away?

Page 237. 1. What did Ola and Einar see on the ski hill? 2. Why do you think it was unusual for the calf to be out of the barn? 3. Why do you think the calf was kept in the barn all day long?

Page 238. 1. How did Henry feel about taking the calf out? 2. Where did Henry stop on the hill? Why do you think he stopped there?

Page 239. 1. Who was the first to start down the hill? What did Miracle do then? 2. Why do you think Ola and Jacob were so excited?

Pages 240-241. 1. What happened to Einar and the calf? 2. What did the boys fear had happened to the calf? 3. Why do you think they were glad when they found that the calf had not been hurt?

C. Using the Stories to Realize the Purpose of the Unit

Discussion: 1. In what ways do you think farm life in

Norway is different from what it is in our country? 2. What do farm children in Norway do that farm children in our country do not do? 3. What did you read in the stories that you would like to read more about? How can you get more stories about Norway?

Other Activities: 1. Collect pictures about skiing in Norway. 2. Try to find out about skiing in this country. 3. Have pupils make a list of things they would like to have the class find out about Norway.

D. Rereading the Stories for Specific Purposes

1. *Getting the main ideas* (Using pages 231–235)

Choose the best ending for these sentences:

1. Nils and Inger (knew nothing about Scandinavia, had heard many things about Scandinavia, had lived in Scandinavia). 2. Nils and Inger (were anxious to go to Scandinavia, did not want to go to Scandinavia, wanted to stay at home). 3. In Scandinavia Nils and Inger (would travel all the time, live in hotels, visit relatives). 4. Nils and Inger learned most of what they know about Scandinavia (by listening to stories, by looking at pictures, by visiting there). 5. The plan was for the children to visit (only one place, more than one place, only one day at any one place).

2. *Reading for details* (Using pages 236–237)

1. At what time of the year did the story happen? 2. Where were Father and Mother going? 3. Who were left to take care of the farm? 4. What three things did the boys' mother tell them to do? 5. Where did Jacob live? 6. Who was Henry? 7. What had Henry done? 8. When had he done it? 9. What did Ola and Einar do when they saw the boys and the calf?

3. *Drawing conclusions* (Using pages 236–242)

Which sentences are true?

1. Ola and Einar did not like Henry. 2. Mother was afraid that the boys could not get along alone if she went away. 3. The

calf was kept in the barn all day because it was too hot outside. 4. It is difficult to keep from falling when you ski on steep hills. 5. The side of the hill where Einar and the calf went down was slippery. 6. Henry was easily frightened. (True: 1, 2, 4, 5, 6.)

4. *Selecting material read* (Using pages 231–235)

Find the sentences or paragraphs that contain answers to these questions:

1. How had Nils and Inger learned what they knew about Scandinavia? 2. Where did the children's relatives live in Scandinavia? 3. Why is it possible to ski in Norway in the summertime? 4. How common is skiing in Norway? 5. How did the children feel about going to Scandinavia?

5. *Organizing ideas* (Using pages 236–242)

Arrange these ideas in the order that they happened:

1. The boys' father and mother went to a party. 2. Henry got the calf out of the barn. 3. Einar and the calf started down the hill. 4. The calf was taken back to the barn. 5. Einar and the calf fell. 6. Henry cried. 7. The boys told Henry to take the calf back to the barn. 8. Jacob and Ola became excited.

6. *Remembering ideas* (Using pages 231–235)

Find the paragraphs or sentences that have in them the ideas you would need to remember if you were going to tell what the children planned to see and do in Scandinavia.

SPRING AT HOEL FARM

pages 244-251

A. Introducing the Story

Allow pupils to discuss the following questions:

1. Have you ever been on a farm in the spring? What things happen there at that time of year? 2. How do you suppose a farm in Norway differs from a farm in our country? 3. What things would you guess happen on a farm in Norway in the spring?

B. Introductory Reading of the Story

If the story needs to be divided into two sections, use the divisions as indicated in the text. The reading may be done silently. Suitable purposes are: 1. *What happens on a Norwegian farm in the spring?* 2. *What new and interesting things did the children do and see on the farm?*

The following questions may be used for discussion subsequent to the reading:

Page 244. 1. When did Nils and Inger leave for Scandinavia? 2. Do you think they had a good time on the ship? How do you know?

Page 245. 1. Why was the day of Nils and Inger's arrival an important day at Hoel farm? 2. Why do you suppose the animals had been shut up all winter? 3. Who was Lisbeth Longfrock? What do you suppose her job was?

Pages 246-247-248. 1. Why do you think the cows were so restless? 2. What things did Inger see in the kitchen? 3. What were they going to have for breakfast? 4. What happened when the doors of the barn were opened?

Page 248. Why were the animals glad to hear the clanging of the bell?

Page 249. What people came from the farmhouse to help with the animals?

Page 250. 1. What did Kjersti do first in the barn? 2. What do you think a bell cow is? 3. Do you think she had been a bell cow for some time? Why? 4. How did the younger cattle behave?

Page 251. 1. How did the herd get started toward the pasture? 2. What different kinds of animals were in the herd?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. What new things did this story tell you about farm life in Norway? 2. What is done with farm animals in Norway that is not done in our country? 3. Is there anything about a farmhouse in Norway that is not often seen in farm-

houses in this country? 4. What foods do Norwegians eat for breakfast that we do not often eat?

Other Activities: 1. Have pupils explore in other books for stories and pictures about farm life in Norway. The stories may be read aloud to the class. 2. When this has been done, make a list of ways in which farm life in Norway differs from farm life in our country.

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which statements are true?

1. The day when the animals are taken to pasture in the spring is a big day on a Norwegian farm. 2. There are not many workers on a big Norwegian farm. 3. The animals on a Norwegian farm are glad to get out to pasture. 4. The whole story tells of some things about farm life in Norway. 5. The whole story is about getting the animals to the pastures. (True: 1, 3, 4, 5)

2. *Reading for details* (Using pages 244–245)

1. Where did the children get on the ship to go to Scandinavia? 2. How long were they going to stay in Scandinavia? 3. How did the children feel on the ship? 4. What was waiting for them when they landed in Norway? 5. Where were they to be taken? 6. How long had the animals been shut in the barn? 7. Where were they to be taken? 8. Why was Lisbeth called Lisbeth Longfrock? 9. What was Lisbeth afraid of when she wakened? 10. What made the cows turn around in their stalls?

3. *Drawing conclusions*

1. Why did the time that the children spent on the boat seem short to them? 2. How do you know that Lisbeth was anxious to please Kjersti? 3. Why were the animals anxious to get out of the barn? 4. Do you think much butter and cheese was made at Hoel farm? How do you know? 5. What were older animals listening for after the head dairy maid blew her horn?

4. *Selecting material read*

Find the sentences or paragraphs that give the best answers to these questions:

1. Was Kjersti glad to see the children? 2. Did the children enjoy their breakfast? 3. What did the bell that Kjersti carried mean to the animals? 4. Had White Star been a bell cow before? 5. Was Lisbeth excited about the big day?

5. *Remembering ideas*

Find the points in the story you would need to remember in telling someone how the animals are taken from the barn in the spring and started to the pastures.

SUMMER AT HOEL SAETER
THE CHILDREN LEAVE THE SAETER
pages 253-261

A. Introducing the Stories

Have pupils look at the picture on page 252, and discuss the following questions:

1. Is this a picture of the country in the mountains? 2. Do you suppose there is pasture land here? What makes you think so? 3. Do you think animals would be brought to these pastures? At what time of the year? 4. Do you think people would come with them? Why? 5. What do you think the people would do during the summer? Where would they live?

B. Introductory Reading of the Stories

Some classes may read both stories in one session. If the reading is divided, the first division should end at the bottom of page 258. The reading may be done silently. Suitable purposes are: 1. *What did the children do at the summer home in the mountains?* 2. *Who was the "Mountain Demon"?*

The following questions are suggested for use subsequent to the reading:

Page 253. 1. What things do the people do who live at the saeter during the summer? 2. With whom had Nils and Inger come? 3. What do you suppose the work of the head dairy maid was to be during the summer? What work would Lisbeth do?

Page 254. 1. What did Inger like to do best? 2. What did the head dairy maid and Lisbeth believe should be done with the first cheese?

Page 256. What do you think Inger thought about the "Mountain Demon"?

Page 257. Where did Lisbeth think Inger had gone?

Page 258. 1. Where was Inger? What did she see the head dairy maid do? (Page 257.) 2. Who was it that got the cheese? 3. Why do you think Inger did not tell what she had seen?

The second division should be read silently. A suitable purpose is: *Where were the children to go for their next visit?*

The following questions are suggested for discussion:

Page 259. Who came up from the farm to the saeter? Why did the dairy maid think he had come? Why was she glad that the cheeses were good?

Page 260. 1. For what three reasons had Hans come to the saeter? 2. Why did Hans lead the horse down the mountain?

Page 261. 1. What work had been done on the farm while the children had been gone? 2. Where did Father ask the children if they would go? What were they going to see?

C. Using the Stories to Realize the Purpose of the Unit

Discussion: 1. What did you learn from this story about the way in which farmers in Norway care for their farm animals? 2. Why do American farmers not have to do this with their cattle and other animals? 3. What are some of the farm products in Norway?

Other Activities: Have pupils make a list of other things they would like to know about Norway. Plan ways in which answers to questions can be obtained.

D. Rereading the Stories for Specific Purposes

1. *Getting the main ideas*

Which of the following sentences are not true?

1. A saeter is a house in the mountains where the people live during the summer while they care for the farm animals. 2. While they live at the saeter, the people do no other work. 3. Nils helped the dairy maid make cheese and butter during his visit at the saeter. 4. The dairy maid made a cheese for the "Mountain Demon." 5. The "Mountain Demon" was a fierce animal. 6. Some of the people who stay on the farm during the summer come to the saeter to get the cheeses that are made. 7. During the summer there is work to be done on the farm. (True: 1, 4, 6.)

2. *Reading for details* (Using pages 259–260)

1. Who heard the call coming from down the mountain? 2. What did Lisbeth see first? 3. What was Hans leading? 4. Why did the head dairy maid think that Hans was coming? 5. Who was Hans? 6. Who had written the letter? 7. Where did Hans pack the butter and cheeses? 8. Who rode on the horse? 9. How many horses did Hans bring with him? 10. What did Hans tell the children on the way back to the farm?

3. *Drawing conclusions*

Which of the following sentences are true?

1. All the people who live on a farm in Norway go to the saeter for the summer. 2. The dairy maid and Lisbeth were superstitious. 3. The saeter would be too cold as a place to live in the winter. 4. Farmers in Norway raise crops as well as animals. 5. The saeter must have been at least one hundred miles from the farm. (True: 2, 3, 4.)

4. *Locating information*

Here is part of the index of a book.

> Norway, cattle, 13; dairy products, 14–18; farm crops, 19–20; farming methods, 21–24; goats, 13; industries, 10–12; population, 9; sheep, 13.

On what pages in the book would you look to find answers to these questions?

1. How is cheese made in Norway? 2. What crops do the farmers raise? 3. For what purposes are goats used? 4. What is the value of the cheese made in Norway? 5. What feed is used for farm animals?

5. *Selecting material read*

For each question find the paragraphs that give answers to it.

1. What crops do Norwegian farmers raise? 2. Where are saeters built? 3. What work do people do while they live at the saeter? 4. What was the "Mountain Demon"? 5. Why did Hans come to the saeter?

6. *Organizing ideas* (Using pages 260–261)

Beginning at the bottom of page 260, the text tells of three jobs that were done on the farm while the children were at the saeter. Pupils may fill in this skeleton outline.

WORK DONE AT THE FARM

I.
II.
III.

7. *Remembering ideas*

Find ideas in the story you would need to remember to tell someone what the people do while they are at the saeter.

THE VIKING SHIPS, THE VIKINGS, AT THE WHARF

pages 262-271

A. Introducing the Stories

The stories may be approached by means of a brief informal discussion. The following questions are suggested for use:

1. Have you ever heard of a people who spent much of their life in sailing the seas? Who were they? Where did they live? 2. What kind of people do you think the Vikings were? What have you read or heard about them? 3. Do you think the Norwegians do much with ships today? What do you think they do with them?

B. Introductory Reading of the Stories

The stories may be read silently, either as a group or individually. Suitable purposes are: 1. *What are some of the things that the Vikings did?* 2. *In what ways do the Norwegians use ships today that are different from the ways the Vikings used them?*

The following questions are suggested for discussion:

Pages 262-263. 1. What was there in Oslo that Nils was anxious to see? 2. Why did the Vikings want their ship to look like dragons? 3. What are pirates?

Pages 264-265. 1. How did the country in which the Northmen lived help them to be good sailors? 2. How did the Northmen get their ships from place to place? 3. What other sailors had dragons on their ships?

Page 266. 1. How far from home did the Vikings go? 2. What is the meaning of the word *Viking*? 3. Did the Vikings settle in towns that they captured?

Page 267. 1. Why do you think the Vikings were pirates? 2. What good qualities did the Vikings have? 3. What other people do you know of who took things that did not belong to them?

Pages 268-269. 1. What were some of the articles the Northmen traded? 2. How are the Northmen of today different from the Vikings?

Pages 270-271. 1. How do you think the harbor at Oslo is different now from what it was in the time of the Vikings? 2. What are some of the products on the boats in the harbor at Oslo now? 3. From what part of Scandinavia are fish and fish products shipped? 4. What products do we use that might come from Scandinavia?

C. Using the Selection to Realize the Purpose of the Unit

Discussion: 1. What interesting things about Vikings did you learn from this story? 2. Would you say that the Vikings lived a primitive life? 3. How did the Vikings make their living? 4. How are the people of Scandinavia today different from the Vikings?

Other Activities: 1. Have pupils collect and read aloud other stories about Vikings. 2. Collect information about the great Viking feasts and other customs. 3. Find out what kinds of fish we use that are shipped from Norway. 4. Make a list of materials sent from Norway to the United States.

D. Rereading the Stories for Specific Purposes

1. *Getting the main ideas* (Using pages 264–269)

1. Why did the Vikings live near the coast? 2. Why did they spend so much time on the sea? 3. How far did the Vikings travel? 4. What kind of ships did the Vikings build? 5. In what ways were the Vikings artists? 6. In what way were the Vikings traders?

2. *Reading for details* (Using pages 270–271)

1. Where did Nils and Inger go to see all the boats? 2. From where had the ships come? 3. What was in the cargo of the boats that were going away? 4. What is the biggest fish-shipping city in Norway? 5. What things do the ships that go out from Bergen take to other countries?

3. *Drawing conclusions* (Using pages 264–269)

Which of these sentences are true?

1. The Vikings became fishermen because the land where they lived was not good farming land. 2. The Vikings were a sea-roving people rather than a farming people. 3. The Vikings were not as good sailors as the people who lived in our country at that time. 4. The Vikings must have had no treasurers of their own. 5. Columbus was the first man from Europe to see America. 6. The Norwegian people today are more peaceful than the Vikings were. (True: 1, 2, 6.)

4. *Selecting material read*

Find the paragraphs that answer the following questions:

1. Why did Viking ships have dragons carved on them? 2. What was the country like in which the Vikings lived? 3. To what countries did the Northmen sail? 4. What are some of the things to be seen in the museum at Oslo? 5. Who are some present-day famous Northmen?

5. *Organizing ideas*

Beginning with the last paragraph on page 267 and continuing through the second paragraph on page 268, the text tells about things the Vikings used in their homes. Have pupils fill in this skeleton outline:

THINGS THE VIKINGS USED IN THEIR HOMES

I. Carved chests	IV.
II.	V.
III.	VI.

6. *Remembering ideas* (Using pages 264–269)

Suppose you wanted to tell the story of the Vikings to someone who had not read it. Select the sentences which you think would help you to remember the story. Practice telling the story using these sentences as guides.

THE MIDSUMMER FESTIVAL

pages 273-277

A. Introducing the Story

Raise and discuss the following questions:

1. What holidays do you like best? Why? 2. Have you seen a May Festival or a May Fete? What did the people do? Have you ever made and given away May baskets? 3. Look at the picture on page 273. What are the children doing? Why do you think they are decorating the house? What do you suppose they are going to celebrate?

B. Introductory Reading of the Story

This story should be read silently. Suitable purposes are: 1. *What happens at the Midsummer Festival in Sweden?* 2. *In what ways is the Midsummer Festival like a May Festival or May Fete in our country?*

The following questions are suggested for discussion:

Page 273. 1. Where had the children gone when they left Oslo? 2. Who else had come to visit at Grandmother's? 3. What were the children doing?

Pages 274-275. 1. With what did the children make their ropes and wreaths? 2. What did they do with them? 3. What do people in our country call a Majstang? What were the people doing to the pole? 4. What do people in Sweden celebrate on Midsummer's Eve?

Page 277. 1. How did the festival day begin? 2. What do you think a rainbow spirit looks like? 3. What did the people do after the pole was raised? 4. Who were the frost giants?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. Why do you think the coming of Midsummer is celebrated in a country so far north? Do American people celebrate the same day? 2. Why would people celebrate the coming of Midsummer?

Other Activities: 1. Explore in books to find out about farming in Sweden. In what ways is it like farming in Norway? In what ways is it different? 2. Plan to have a May party at your school. How will you get a pole and have it put up? What dances will you learn to do?

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which sentences are true?

1. The Midsummer Festival is held to celebrate the coming of summer. 2. Flowers are used in making the decorations for the Festival. 3. Grown people and children help to get ready for the Festival. 4. The whole story tells how people celebrate the coming of summer. 5. The whole story tells about the frost giants and flowers. 6. The Midsummer Festival is a very important celebration all over Sweden. 7. The festival is a time for singing and dancing. (True: 1, 2, 3, 4, 6, 7.)

2. *Reading for details*

1. Where did Grandmother Eknes live? 2. What were the twins' names? 3. Where did they live? 4. What vine was used in making the decorations? 5. Where were the decorations put? 6. On what date is the Midsummer Festival held? 7. How long do the people dance? 8. What did the people do when the pole was put in place?

3. *Drawing conclusions*

1. Do you think that most of the people who celebrate at the Festival are city people or country people? Why? 2. Do you think the people tried to get as straight a pole as they could? What makes you think so? 3. Why did the children go to bed early? 4. Is the Midsummer Festival in Sweden held at the time of the year when the sun does not set in Hammerfest? How do you know? 5. Do you think birch trees grow in Sweden? How do you know?

4. *Selecting material read*

Find the paragraphs that help to answer the following questions:

1. What is used for decorating the Majstang? 2. Who decorates the Majstang? 3. At what time does the sun set on Midsummer's Eve in Sweden? 4. Where was the festival held? 5. Do the people of Sweden have folk tales or myths?

5. *Organizing ideas*

Arrange these events in the order that they happened in the story:

1. The children rowed across the lake to the village green. 2. The children made ropes and wreaths of flowers. 3. Flowers were gathered to decorate the pole. 4. The house was decorated. 5. The pole was raised. 6. The people went to church. 7. The people shouted and danced. (Correct order: 3, 2, 4, 1, 6, 5.)

6. *Remembering ideas*

There are two paragraphs in the story that have ideas which one should remember in order to tell what the Midsummer Festival is. (Paragraphs Nos. 2 and 3, page 275.) Have pupils find two paragraphs that contain the ideas they think they would need to remember for this purpose.

NILS AND INGER VISIT STOCKHOLM
THE LITTLE WOOD CARVER

pages 278-285

A. Introducing the Stories

Discuss the following questions:

1. Have any of you ever seen dolls and animals carved out of wood? Do you have any? Where were they made? 2. What can you carve out of wood? 3. Do you think wood carving is difficult? 4. What would you like to have carved out of wood?

B. Introductory Reading of the Selection

Pupils may read the stories silently. A suitable purpose is: *What did Guldklumpen do with the wood carvings he made?*

The following questions may be used for discussion:

Page 278. 1. What animals do the farming people of Sweden raise? What crops do they raise? 2. On what is the city of Stockholm located? 3. Who had made the wood carvings that Nils and Inger saw in the shop?

Page 279. 1. Why do you think Sunday morning was the morning that Nicolina and Guldklumpen liked the best? 2. What work did the children do after breakfast?

Page 280. 1. What did Nicolina do in the evenings? What did Guldklumpen like to do then? 2. Do you think the children and their mother had good times together? What makes you think so? 3. Where did Guldklumpen take one of his wood carvings?

Pages 282-283. 1. What did Guldklumpen do with the rest of the figures he had made? 2. What did the schoolmaster think of them? Which one did he keep for himself? 3. What did Olina think when the schoolmaster came to call? How did she show her regard for him?

Pages 284-285. 1. Where had the schoolmaster taken the figure that Guldklumpen had given him? 2. Did Olina think that Guldklumpen was to be well paid for his work? 3. Why did Inger buy the figures?

C. Utilizing the Story to Realize the Purpose of the Unit

Discussion: 1. What kind of people do you think the Swedish folk are? 2. In what ways do you think farming in Sweden is like farming in Norway? 3. What can you say about family life among the Swedish people?

Other Activities: 1. Explore in books for stories about life in Sweden. 2. Collect pictures of farm life in Sweden. 3. Plan for an exhibit in your room of wood carvings. Pupils may wish to include any articles that were made in Sweden. 4. Find out what some of the most important industries of Sweden are.

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

1. How did Nicolina and Guldklumpen help with the work at home? 2. How did Nils and Inger happen to read "The Little Wood Carver"? 3. In what ways were Nicolina and Guldklumpen artistic? 4. In what way was Guldklumpen's carving a help to his family? 5. What did the schoolmaster do for Guldklumpen?

2. *Reading for details* (Using page 278)

1. With whom did the children go to Stockholm? 2. What did they see on their way to Stockholm? 3. Where did the children go to see the figures made of wood? 4. Who had made the figures? 5. When did the children go to Stockholm? 6. What kind of country did they ride through? 7. Where were the grain and vegetables growing? 8. Where were the cattle and goats grazing?

3. *Drawing conclusions*

Which sentences are true?

1. Sweden is so hilly that the people cannot farm. 2. In Sweden all of the people live in cities. 3. Guldklumpen and Nicolina lived in the country. 4. Guldklumpen and Nicolina enjoyed the evenings at home. 5. Most of the carved figures would be sold to people from other countries. 6. Olina was courteous to the schoolmaster. (True: 3, 4, 5, 6.)

4. *Selecting material read*

Find the paragraphs which give the best answers to these questions:

1. What kind of city is Stockholm? 2. How did Guldklumpen's family travel to church? 3. What did Guldklumpen and Nicolina fix for their mother's breakfast? 4. What did the schoolmaster think of Guldklumpen? 5. What would the man who wanted to buy Guldklumpen's figures do with them?

5. *Organizing ideas*

Arrange the following statements in the order the events happened in the story.

1. The schoolmaster came to see Olina. 2. Inger said, "I'll take two of these." 3. The schoolmaster said, "I am sure my friend will be glad to buy them." 4. Guldklumpen took his figures to school. 5. Guldklumpen carved a little man with a scythe. 6. Nicolina milked the goat. 7. Guldklumpen fed the chickens and the ducks. (Correct order: 6, 7, 5, 4, 1, 3, 2.)

ALL ABOARD FOR DENMARK
HANS CHRISTIAN ANDERSEN

pages 287-298

A. Introducing the Stories

These selections may be introduced by means of a brief discussion centering around the following questions:

1. Have any of you ever read any of the well-known fairy tales? Which of them did you like best? 2. Do you know who wrote many of these fairy tales? (Andersen.) Where did he live? (Denmark.) 3. Is Denmark one of the Scandinavian countries? Do you suppose it is much like Norway and Sweden?

B. Introductory Reading of the Stories

The reading of the selections probably should be done in two divisions. The first ends on page 290. This material may be read silently. A suitable purpose is: *Why was Copenhagen so proud of Hans Andersen?*

The following questions are suitable for discussion subsequent to the reading of the first division:

Page 287. How did the children get from Sweden to Denmark?

Pages 288-289. 1. What kinds of fish are very common in the Scandinavian countries? 2. Where was Hans Andersen born? Where did he spend most of his life? (See Picture No. 12.) 3. How was Andersen treated in Copenhagen?

Page 290. 1. How did Hans' father make his living? 2. Why did Hans not want to learn a trade?

The following questions are for the second division:

Page 291. 1. How old was Hans Andersen when he left Odense? 2. Whom did he follow? 3. Why do you think he was happy to leave?

Pages 292-293. 1. What had Hans' father made for him? 2. What did Hans play with them? 3. What do you think Hans' teachers thought of him? 4. What did the fortune teller tell Hans' mother about him? 5. What work did Hans try to do in Copenhagen? 6. How was it made possible for Hans to go to school again?

Pages 294-295. 1. What did Hans write before he wrote fairy tales? 2. Where did he read and tell his stories? 3. Where is the statue of Hans? 4. What did Hans do for children?

Page 297. How did Odense celebrate Hans' return?

Page 298. Which of these stories have you read? How can you find those you have not read?

C. Using the Stories to Realize the Purpose of the Unit

Discussion: 1. What did you learn from these stories that makes you want to read more about Denmark or about Hans Andersen? How can you get more things to read? 2. Which country in Scandinavia would you rather visit? Why? What would you look for there?

Other Activities: 1. Pupils may make a list of things they have learned about Norway and Sweden such as sports, ways of farming, industries, etc. They may then explore in books to find information on the same points about Denmark. 2. If they wish, allow pupils to read favorite fairy tales of Andersen aloud to classmates.

D. Rereading the Stories for Specific Purposes

1. *Getting the main ideas*

Which of these sentences are not true?

1. Hans Andersen was raised in a poor family. 2. Hans left

home in order to do what he wanted to do most. 3. Hans was interested in becoming an actor. 4. Hans worked hard before he became famous. 5. Hans is known best because he wrote plays for the theater. 6. Hans was very fond of children. 7. Children all over the world have enjoyed Hans' stories. 8. Denmark honored Hans Andersen. (True: 1, 2, 3, 4, 6, 7, 8.)

2. *Reading for details* (Using pages 288–289)

1. At what time of year are the most codfish caught? 2. Are there more or less herring than codfish? 3. When are the most herring caught? 4. Was Hans Andersen born in a city or a village? 5. When was Hans in Copenhagen? 6. What did Hans write besides stories?

3. *Drawing conclusions*

Which of these sentences are true?

1. It is a long way from Sweden to Denmark. 2. There was one thing Nils and Inger did not get to do in Scandinavia that they had planned to do. 3. The greatest fishing centers in Scandinavia are in Sweden. 4. The children were going to Denmark at the time of the year that the most codfish are caught. 5. Nils and Inger had not heard of Hans Andersen before. 6. American children were grateful to Hans Andersen. (True: 2, 6.)

4. *Locating information*

Here is part of the index of a book:

> Denmark, chief cities, 16; customs of people, 21–22; dairy products, 18; fishing, 19; industries, 20–21; location of, 16; population, 16; type of government, 17.

On what pages in the book would you look to find answers to these questions?

1. How large is Copenhagen? 2. What kind of clothing do the farming people in Denmark wear? 3. Is Denmark closer to

Sweden than it is to Germany? 4. What is the value of the butter and cheese that is made in Denmark? 5. What kinds of fish are shipped from Denmark to other countries?

5. *Selecting material read* (Using pages 291–298)

Find the sentences or paragraphs that give answers to these questions:

1. What did Hans and his father do together? 2. Who helped Hans to get what he wanted? 3. Did the fortune teller tell the truth? 4. Where did Hans read and tell his stories? 5. Did Hans go to school?

6. *Organizing ideas* (Using pages 291–298)

Arrange these events in the order that they happened in the story:

1. Hans was honored at Odense. 2. Hans' father died. 3. Hans left Odense. 4. Hans tried to become an actor. 5. Hans wrote a play. 6. Hans went to visit in other countries. 7. Hans wrote his first fairy tales. (Correct order: 2, 3, 4, 5, 7, 6, 1.)

7. *Remembering ideas*

Suppose you wanted to tell a friend the troubles and difficulties that Hans Andersen met in becoming a famous man. Find the paragraphs that tell the ideas you think you would need to remember.

V. Suggested Activities for the Unit as a Whole

1. Pupils may make a portfolio or record book on Scandinavia. This may include pictures, appropriate newspaper and magazine clippings, and original writings about interesting things in the countries of Scandinavia.

2. Pupils may give a program on Scandinavia. Stories about life in these countries may be read. Reports may be made on interesting information that has been collected.

3. Capable boys might carve wooden dolls. Girls might

make clothes for the dolls to represent typical dress of farming people in the different parts of the countries of Scandinavia. (Costumes vary in different sections of Norway and Sweden.)

4. Collect pictures of interesting activities in Scandinavia and objects that have been made in these countries. Hold an exhibit of the collection made.

5. Decide how farm life in Scandinavia is different from most of the farm life in the United States.

6. Have pupils locate information on Leif Ericson's exploration of North America.

7. Pupils may make a list of the different things they have learned about Norway. They may then collect information about the same things in Sweden and Denmark. This material may be put together in the form of a three-column chart, with one column presenting the material for a given country.

VI. A Written Test on Basal Concepts

1. Is Norway a mountainous country or a flat country?
2. In what city is there no sun for several months?
3. Name one big industry of the people who live near the coast in Norway.
4. Why are fish dried?
5. What is one of the great sports in Norway?
6. In what country did Hans Andersen live?
7. For what was Hans Andersen noted?
8. What three countries make up Scandinavia?
9. Why is hay stacked on racks in Norway?
10. What is one of the main activities of farmers in all Scandinavia?
11. Why are farm animals moved to the mountains in the summertime in Norway?
12. What two kinds of fish are most common in Scandinavian waters?
13. Is life in Scandinavia more primitive or less primitive than it is in the South Sea Islands?
14. What do the Swedish people celebrate when they hold the Midsummer Festival?

UNIT FIVE

KING OF FRUITS

I. Purpose of the Unit

The purpose of this unit is to help the pupil understand that the production of apples is the greatest fruit-growing activity in the world, that a great deal of work is done in producing good apples, that apples are used more extensively by people than any other fruit, and to help him appreciate certain literary materials written about apples.

II. Preparation for Reading the Unit

(*The Reading-Readiness Approach*)

A. Basal Concepts to be Developed

1. Products made from apples
2. Size and quality of apples
3. Varieties or kinds of apples
4. Size of the apple crop in the United States
5. What an apple region is
6. Large regions in which apples are grown in the United States
7. Cultivation of orchards
8. Why, how, and when apple trees are sprayed
9. When apples are picked
10. How apples are handled
11. How and why apples are sorted and packed

B. Oral Vocabulary to be Used and Understood During the Discussion

applesauce, cider, vinegar, dried apples, culls or "seconds," quality of apples, varieties (Delicious, Baldwin, Northern Spy, Roman Beauty, Winesap, Grimes, Ben Davis, McIntosh, York Imperial, Gravenstein,

Jonathan, and others that pupils know), apple-growing regions, apple orchards, cultivation, tractor, disc harrow, loose soil, irrigation, spraying, sorting, storage, season, packing.

C. Suggested Questions for Discussion

Introductory Discussion

The title of the unit, "King of Fruits" and the discussion of the accompanying picture will immediately raise the question, "Why do you think the apple is called the 'King of Fruits'?" (Large number produced, widespread use, size, taste, or for what reason?) How can you find out? (Read the unit.)

The reading of the poem on page 302 will perhaps suggest other poems and may raise the question, "What kinds of apples do you like best?" (Pupils may state preferences in terms of size, taste, color, and name if known.)

Picture No. 1. A huge pile — about 80,000 bushels — of apples near an applesauce factory in Virginia. Workers are selecting those apples that are fit for making applesauce.

1. What different foods do you eat that are made of apples? (Applesauce, pies, tarts, puddings, jellies, butter, preserves, vinegar, cider, etc.) 2. Where do you think the apples used in your home are grown? How can you find out? (Ask local producers, grocers, or fruit sellers. Look at labels on apple boxes.) 3. Are the apples in this pile large or small? Are they of good or poor quality? What makes you think so? (Best quality apples would not be dumped into a pile because they must not be bruised; they must be handled individually with care. The pile contains all sizes of apples; large and small apples of poor quality, and small apples of good quality. All apples in the pile are culls or "seconds." Culls may be high quality apples that are bruised, or apples with a rough skin.) 4. Why are bruised apples and culls used in making applesauce? (In that way they can be used before they spoil. Culls are not valuable

Wide World

1. *12,000,000 apples to be made into apple sauce.*

If these apples were in bushel boxes, twenty-seven inches long, they would make a row of boxes thirty miles long when set end to end. All the apples grown in the United States in an average year would make a string of boxes that would reach three times around the world. Can you tell why the apple might be called "The King of Fruits"?

Wide World

2. *An airplane view of many orchards.*

Ewing Galloway

3. *Cultivating an apple orchard.*

Why do you think the orchards are cultivated?

4. *An apple orchard in bloom.* *Ewing Galloway*

Triangle Photo Service

5. *Spraying the apple trees.*

What time of year do apple trees bloom? Why do people spray trees?

Ewing Galloway

6. *Picking apples.*

Why must apples be picked off the tree, one by one, and placed carefully into a basket or bag? Why shouldn't they be shaken from the tree?

Wide World

7. *Picking prize-winning apples.*

Are these large apples or small apples? How can you tell?

Triangle Photo Service

8. *Hauling apples from the orchard to the packing shed.*

At what time of year are apples picked for shipping?

Ewing Galloway

9. *Packing apples for shipment.*

Apples are sorted by machines, and girls wrap and pack them. Find the track on which the empty boxes are rolled in. The filled ones are carried off on another track.

Wide World

10. *Two children surrounded by Golden Delicious Apples on their grandfather's farm in Missouri.*

How should you like to pick one of these apples?

enough to be handled and sold individually by fruit dealers.) 5. What other apple products can be made from bruised apples if they are used right away? (Cider, vinegar, jelly, apple butter, pie.) 6. If you wished to select the best apple from a pile, which one would you choose? A big or a small one? A smooth or rough-skinned one? Would you pick one with a bruised skin or one with a small hole in it? Would you rather have a small smooth-skinned apple or a large bumpy one with a bruise or worm hole in it? Tell why. 7. Why do people sometimes buy small but perfect apples? (They cost less and are nearly as good in taste as large apples.) 8. Are the apples in the picture being handled carefully? What makes you think so? (No. People walk on the pile, and use shovels.) 9. Why are the apples in the pile not handled carefully? (They are to be used immediately and are not valuable enough to require careful handling.)

Picture No. 2. An airplane view of many irrigated apple orchards in an apple region near Mt. Hood, Oregon.

1. How many apple trees do you guess are in this picture? (Perhaps 100,000.) 2. What are sections of the country called in which there are many large apple orchards? (Apple-growing regions.) 3. Do you live in an apple-growing region? 4. Do you know where there is any large apple-growing region in the United States? (In New York, Washington, Pennsylvania, Virginia, Missouri, Ohio, Oregon, West Virginia, Kentucky, Maine, Illinois.) 5. How big is the apple crop raised in the United States during the average year? How can you find out? (Use the World Almanac, or encyclopedia. About 170,000,000 bushels. More apples are grown than any other fruit.) 6. How many apple trees grow fruit in the United States? (About 1,500,000.) 7. How are apple trees placed in an orchard? (In rows, about 30 or 40 feet apart.) 8. Why are they placed in this way? (Each tree needs room for spreading its branches in the sunlight, and space must be available for passage of machinery and trucks.)

Picture No. 3. Cultivating an apple orchard.

1. Why are orchards cultivated? (To loosen the soil and

keep it free from weeds and grass. Loose soil absorbs rain quickly and keeps moisture from escaping into the air, thus holding the water for the roots of the trees. Cultivation also disturbs homes of some insects that are harmful to trees and fruit.) 2. What kind of machinery is being used? (A tractor and a double disc harrow. The tractor pulls the harrow which cuts several inches deep, loosens the soil, and kills weeds. Many orchards are cultivated with other kinds of small plows or harrows pulled by horses.) 3. When are orchards cultivated? (During the early growing season. Depending upon the locality of a region, sometime between March and August.)

Picture No. 4. An irrigated apple orchard in bloom.

1. What color are apple blossoms? (Pink and white. See picture, page 322.) 2. When do apple trees bloom? (Spring and early summer.) 3. What is the canal in the picture for? (To supply water for irrigation of the orchard.) 4. Why are apple orchards in some regions irrigated? (The usual rainfall in these regions does not supply enough water for growing a good apple crop.) 5. Of what use are apple blossoms? (They make the fruit begin to grow. Young apples are formed in the green cup at the base of the apple blossom. Later the petals fall off and the apples grow to full size.)

Picture No. 5. Spraying apple trees.

1. Why are apple trees sprayed? (To destroy insects and disease that attack the tree and its fruit.) 2. What insect is most harmful to apples? (The codling moth lays eggs in the base of the blossom which hatch into worms. The worms later eat into the apples and cause them to fall too soon. Never throw a wormy apple or apple core in the yard because the worms will cause more codling moths to grow.) 3. What disease is most harmful to apple trees? (Different kinds of scale which can kill the tree or which cause the fruit to be of poor quality.) 4. When are apple trees sprayed? (Just before and after blossoming time, and at other times when needed.) 5. How is the spraying done? (A poison that will not harm the tree or fruit is mixed with water and forced through nozzles by pumps.)

Picture No. 6. Picking apples.

1. Why must good quality apples be picked from the trees one by one and placed carefully in a basket or bag rather than be shaken from the tree? (A bruised apple rots quickly. Good apples can be kept several months. Many of the apples will be packed for shipping or placed in cold storage. Compare this careful handling with rough handling in Picture No. 1.) 2. Why are step ladders used in picking apples? (Climbing the trees may break the branches. Many apples cannot be reached by climbing the tree.)

Picture No. 7. Picking prize-winning apples.

1. Are these apples large or small? (Large.) How can you tell? (Compare with size of picker's hand.) 2. Do apples grow singly, in clusters, or in bunches? (Singly — one on a twig.) 3. What kind of container does the picker use? (A cloth bag with a frame that holds the top open.) 4. In what way will these fine apples probably be used? (For shipping or for storage, and they will be sold individually or in small lots at stores and fruit stands.)

Picture No. 8. Hauling apples from the orchard to the packing shed.

1. When are apples picked for shipping? (A short time after they have matured and before they have fully ripened. Most of them are picked in August and September.) 2. When are apples near your home harvested? 3. What are the men doing in the picture? (Loading boxes of apples on wagons.) 4. Would you say that the apples in these boxes were picked from the trees, or were they picked up from the ground? (Picked from the trees.) Why? (Picked-up apples would not be handled so carefully.) 5. Where will the fruit be taken? (To the packing shed.) 6. How are the wagons being pulled to the packing shed? 7. What will be done with the apples there? (Prepared for shipping and storage.)

Picture No. 9. Packing apples for shipment.

1. What is the place in which the girls are working? (An

apple packing shed.) 2. What is done to the apples here? (Sorted and packed.) 3. How are they sorted? (Machines sort them according to weight or size. As the apples are brought from the orchard they are placed on a broad endless belt called a conveyor. As the conveyor moves the apples along, sizing devices sort them and place them in compartments as shown in the picture at the right of the girls.) 4. What are the girls doing? (Sorting apples from each compartment according to ripeness and quality. The workers then wrap the apples separately and pack them in boxes. Packed boxes in the picture are on a track at the left of the girls. Empty boxes coming into the shed for packing are on the first track to the right of the girls.)

Picture No. 10. Golden Delicious apples

1. Are Golden Delicious apples high quality apples? (Yes.) 2. How are they used? (For eating, cooking, and canning.) 3. What other color of Delicious apples do you know? (Red.) 4. What other varieties of apples do you know? (See page 317.)

D. Group Activities Suggested for Optional Use

1. Visit a grocery store to see different products made of apples, different sizes and grades of apples and their prices, and different varieties of apples. Find out what factors determine grade and quality of an apple. Ask an apple-grower, an apple-buyer, the county agent, or write to your state horticultural society.

2. Make a list of products made of apples. Make a list of factors that determine the grade or quality of an apple.

3. Cut different sizes of apples in half lengthwise. Measure width and length to get an idea of the size of a small apple and a large apple.

4. Pupils may bring different varieties of apples to school. Learn to identify common types. Collect pictures of different varieties.

5. If you live in an apple-growing region, find out when apples blossom, when they are sprayed, what they are sprayed for, and when the fruit is picked.

6. If possible, visit an apple orchard. Look for marks of

destruction by disease or insects upon leaves, bark, blossoms, or fruit. Note placement of trees, and the arrangement of fruit on branches.

7. If possible, visit an apple packing plant to watch sorting and preparation for shipment.

III. Adaptability of Selections in the Unit for Use in the Development of Important Reading Habits and Skills

A. Order of Selections in the Unit

1. A Dollar for an Apple, pages 303–309
2. Apple Song, page 310
3. The Prize Apple, and Getting Ready for the Fair, pages 311–318
4. The Information Booth, and the Day of the Fair, pages 319–326
5. Johnny Appleseed, pages 327–329
6. The Story of Johnny Appleseed, pages 330–342
7. How An Apple Tree is Made, pages 343–347

B. Classification of Selections

The following chart indicates which selections are best suited for use in developing a given reading habit or skill:

Reading Habits and Skills	Selections						
	1	2	3	4	5	6	7
1. Getting the main ideas	x		x	x		x	x
2. Reading for details	x		x	x		x	x
3. Drawing conclusions	x		x	x		x	x
4. Locating information			x	x			
5. Selecting material read	x		x	x		x	x
6. Organizing ideas	x		x	x		x	x
7. Remembering ideas			x	x			x
8. Oral reading		x			x		

IV. Teaching the Individual Selections

A DOLLAR FOR AN APPLE

pages 303-309

A. Introducing the Story

Pupils have presumably read the unit on Scandinavia. This story may be introduced by recalling some of the ideas acquired from this reading. Use the following questions in a brief informal discussion:

1. What animals do the farmers raise in Sweden? 2. Look at the picture on page 303. The little boy is a goatherd. What do you think a goatherd is? 3. Do you suppose apples are grown in Sweden? What makes you think so? 4. Do you think apples cost much in Sweden? 5. Do you think it would be foolish for anyone to pay a dollar for an apple?

B. Introductory Reading of the Story

The story is short enough to be read as one lesson. Pupils may read it silently, with or without a definite purpose in mind. Possible purposes are: 1. *To discover how the boy got all the apples he wanted;* 2. *To discover whether the boy got more than his money's worth;* 3. *To discover how the boy could afford to pay a dollar for only one apple.*

The following questions are suggested for discussion subsequent to the reading:

Page 303. Why did Charlie want so many apples?

Page 304. 1. How do you think Charlie earned the money he had? 2. Why do you think everyone was so interested in the notice Charlie placed on the village gate? 3. Why did Charlie place the notice on the village gate? 4. What was the village gate? Why did the village have a gate? (Perhaps the children would like to know that this village, like many others in the Scandinavian countries, had some kind of wall or fence around it. At night the goats and other farm animals were brought from the

fields, through the gate, into the village. Then the gate was closed to keep those animals from straying and to keep out prowling wild animals.)

Page 305. 1. How do you think the news of Charlie's offer was heard by people so far away from the village? Tell what the first sentence on page 306 means to you. 2. Do you think any of the people who sent an apple to Charlie were not anxious to get his dollar? Why? For what other reasons might they have sent apples?

Page 307. Are many different varieties of apples grown in Sweden? How do you know?

Page 308. 1. Why did Charlie have to sort the apples he received? 2. Did he sort them according to shape, taste, or size and weight? Why?

Page 309. 1. What did Charlie do with the apples that did not win the prize? 2. Did he do a wise thing when he planted apple trees? Why?

C. Using the Selection to Realize the Purpose of the Unit

Discussion: 1. Do you think apples of different sizes are grown in Sweden? Are large apples grown there? How do you know? 2. What words in the story tell you that apples of different sizes and different varieties must grow in Sweden? 3. Do you think Sweden has a large apple-growing region? What makes you think so? 4. Do you think that people in Sweden use a great many apples? What makes you think so? 5. After reading the story, what things do you think must be true about apples in Sweden? What parts of the story tell you these things?

Other Activities: The class may wish to choose pupils to find out about the production of apples in Sweden and to report to the class.

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which of these sentences are true?

1. The whole story tells about the way people live in Sweden.

2. The whole story tells how a boy got all the apples he wanted. 3. Charlie Rask was a thoughtful boy. 4. The village gate was a good place for Charlie to place his notice. 5. Most of the story tells how Charlie took care of his goats. 6. Charlie gave the prize to a rich woman. (True: 2, 3, 4.)

2. *Reading for details* (Using pages 303–306)

1. In what season of the year did Charlie do his day dreaming about apples? 2. Where had Charlie hidden his money? 3. Did Charlie walk or run home? 4. How and with what did Charlie make his notice? 5. What different people stopped to read Charlie's notice? 6. What different people sent apples to Charlie? 7. Why did Charlie have to make so many trips to the post office?

3. *Drawing conclusions* (Using pages 303–307)

Choose the best ending for each sentence.

1. Charlie Rask was (a clever boy, a stupid boy, a lazy boy). 2. The village gate was a good place for Charlie to put his notice because (the gate was locked, it was near Charlie's home, most of the people would see it). 3. We know that many people heard of Charlie's offer because (he printed a notice, he was a goatherd, he received apples from so many people). 4. We know that Charlie received many different kinds of apples because (he got them of all sizes and colors, he asked for them, his house was filled with apples). 5. All the people who sent apples were (poor, farmers, eager to win the prize).

4. *Selecting material read*

Find the paragraphs that give the best answers to these questions:

1. Where did the woman who won the prize live? 2. Did Charlie get many different kinds of apples? 3. What did Charlie do with the apples that did not win the prize? 4. Who read Charlie's notice? 5. Was Charlie very much interested in being a goatherd?

5. *Organizing ideas*

Arrange these events in the order that they occurred in the story:

1. Charlie decided which apple had won the prize. 2. Charlie thought of the idea of giving a prize. 3. Charlie planted apple trees. 4. Many people heard of Charlie's offer. 5. Charlie sorted the apples he received. 6. Charlie printed his notice. 7. Many people sent apples to Charlie. (Correct order: 2, 6, 4, 7, 5, 1, 3.)

APPLE SONG

page 310

The teacher may read this poem aloud. The class may read it in concert. Individual pupils may wish to read it orally. Encourage pupils who so desire to memorize it, but do not assign memorization.

Give time for discussion of the poem if the children have comments to make or questions to ask, but do not test or quiz. Pupils may wish to tell of experiences they have had which are related to those of the child in the poem. Some may wish to tell of experiences they have had in picking and storing apples or other fruit. The following questions might be used in a discussion:

1. What time of the year do the first four lines tell about? 2. Why would apples be stored in a dark place? 3. What games have you played with apples on fall or winter evenings?

Encourage pupils to bring to class other poems about apples which they think classmates would enjoy, and which they can read aloud well.

ENGLISH DEPARTMENT
E. N. S.
PRIVATE PROPERTY

THE PRIZE APPLE
GETTING READY FOR THE FAIR
pages 311-318

A. Introducing the Stories

Raise the following questions in brief informal discussion:

1. What exhibits have you seen? 2. What do you like about an exhibit? 3. Have you ever seen an apple that won a prize? What did it look like? 4. What fairs have you attended? What did you see there? 5. What do you think an apple fair would be like? 6. What things would you do if you helped to make an apple fair?

B. Introductory Reading of the Story

The two stories can be read silently as one lesson. Appropriate purposes are: 1. *What things did the children plan to have at the fair?* 2. *Could children anywhere in the United States do what the children in the story planned to do?* 3. *How did the children get ready for the fair?* 4. *What did the children bring to the fair?*

The following questions are suggested for discussion subsequent to the reading:

Page 311. 1. In what three ways was Don's and Evelyn's apple a fine apple? 2. In what apple-growing region did Don and Evelyn live?

Page 312. 1. In what ways do you suppose the children judged the apples? 2. What kind of apple was Don's and Evelyn's?

Page 313. 1. What do you think the children meant by an apple fair? 2. Where did the children plan to get the apples for the fair? 3. Why do you think the children could not get all the varieties of apples for their fair? 4. What did they plan to do about apples they could not get?

Page 314. 1. In what region of the United States are the most apples grown? 2. What besides apples and pictures of

apples did the children plan to bring to the fair? 3. How do you think the committees planned to have the different things at their fair cared for?

Page 315. 1. Which of the apple products suggested by children have you eaten? 2. Which of these products do you like best?

Page 316. What different colors of apples were brought to the fair?

Page 317. 1. What are the names of the apples in the picture that are almost entirely red? 2. Which apples are mostly yellow in color?

Page 318. 1. How do apples differ in shape? 2. Which apples are lopsided? Which are pointed? 3. What varieties of apples are common in Missouri? 4. How many different kinds of apples did the children bring? 5. What did the children do with the apples?

C. Using the Stories to Realize the Purpose of the Unit

Discussion: 1. Do you think that many varieties of apples are grown in the United States? 2. Are apples grown in different sections of the United States? 3. Do people in our country use apples in making different foods? Do you know of any fruit that is used more in making foods? 4. Why is Missouri called one of the greatest apple-growing regions?

Other Activities: 1. Make a list of the varieties of apples grown in Missouri. Collect pictures of these varieties. 2. Decide how you can find out how many varieties of apples are grown in the United States. Collect this information.

D. Rereading the Stories for Specific Purposes

1. *Getting the main ideas*

Which of these groups of words tells best what the two stories are about?

1. Making plans for an exhibit. 2. Growing a big apple. 3. Raising apples in Missouri. 4. Giving an apple fair. 5. Bringing apple products to school. 6. Making apple products.

2. *Reading for details* (Using pages 316–318)

Which of these statements are true?

1. The children worked for one week to get ready for the fair. 2. The apples the children brought to school were of different colors. 3. All the apples were of the same shape. 4. Paul said that all of the Jonathans were lopsided. 5. Apples do not differ very much in shape. (True: 2.)

3. *Drawing conclusions*

1. Did the children live in the largest apple-growing region? How do you know? 2. In what season of the year do apples ripen in Missouri? How do you know? 3. Are there cold storage plants in an apple-growing region? How do you know? 4. How many different labels did the children make for the apples? 5. Do apples grow equally well in any region every year? How do you know?

4. *Locating information*

Draw a line under the word in each question that you would look for in the index of a book if you were hunting for an answer to the question:

1. Where are *apples* grown? 2. What damage do *codling moths* do? 3. What are the different varieties of *apples*? 4. Are *apples* grown in Oregon? 5. How are *apples* canned?

5. *Selecting material*

Find the sentences that give the best answers to these questions:

1. Where are some of the apple-growing regions in our country? 2. Who judged the apples at school? 3. Where did Don and Evelyn live? 4. What color were the apples that the children brought for the fair? 5. What varieties of apples did they bring for the fair?

6. *Organizing ideas* (Using page 315)

This page tells about some products made from apples.

Give pupils this heading for an outline — *Apple Products*. Show them how to indicate and place main topics in the outline such as:

APPLE PRODUCTS

I. Apple pie
II. Applesauce
II. Apple jelly

Tell pupils there are fourteen products given on page 315 that should be main topics in the outline. Have them complete the outline.

7. *Remembering ideas*

Suppose you were going to draw and color different varieties of apples to show their size, shape, and color. Find the ideas in the stories that you would need to remember to do this.

THE INFORMATION BOOTH
THE DAY OF THE FAIR
pages 319-326

A. Introducing the Stories

These stories may be introduced by means of a brief discussion centering around these questions:

1. If you went to an apple fair, what are some of the questions you might want to ask? Of whom would you ask them? 2. If you gave an apple fair in your schoolroom, who would answer questions that people might ask? What are some of the things he might have to know? Could you tell people how old apples are? 3. Could you have a place in the room where people could go to get answers to their questions? What would you call this place?

B. Introductory Reading of the Stories

Pupils may read the stories silently. Subsequently,

individual pupils may wish to read the four reports or sections aloud. Suitable purposes are: 1. *What things did the children learn about apples?* 2. *What information about apples did the children have for their information booth?*

The following questions may be used for discussion:

Page 319. 1. Why did the children plan to have an information booth? How would it be used? 2. Where did they get the information they collected? 3. Do we have more or fewer varieties of apples than people once had?

Page 320. 1. Explain how the orchard apple was developed from the wild crab apple. 2. Were wild crab apples growing in America when the first white settlers came?

Page 321. 1. Do you think your grandfather lived before people had cultivated apples? How do you know? 2. How do we know that apples have been cultivated for thousands of years? Give four reasons.

Page 322. 1. What reasons do we have for saying that the apple belongs to the rose family? 2. In what ways do crab apples seem more like roses than orchard apples do? (Fruit is smaller and crab trees have thorns.)

Pages 323-324. 1. In what parts of the world do apples grow? 2. Do you suppose that no apples at all grow in Alaska, Greenland, Central America, Northern Africa, and most of Asia? (Possibly some apples grow there but great apple-growing regions are not found.)

Pages 325-326. 1. What did the children plan to do with the apples after the fair? 2. What three things did the children do for the visitors? 3. What work did the judges do? 4. How did the children use the money they made? Was this a good way to use it? Why?

C. Using the Stories to Realize the Purpose of the Unit

Discussion: 1. What have people done to make apples better than they were hundreds of years ago? 2. In what ways has the cultivation of apples made them better? 3. How do you think

people who live in countries where orchard apples do not grow get apples to eat and cook?

Other Activities: Find out the countries in the world in which some other important fruit is grown. Where are peaches, oranges, and bananas grown? Is any fruit grown in more countries than is the apple?

D. Rereading the Stories for Specific Purposes

1. *Getting the main ideas*

Which of these sentences are true?

1. There are thousands of different varieties of apples. 2. There are many different things to know about apples. 3. Some people think that our orchard apples have come from the wild crab apple. 4. Our orchard apples would not be as good as they are if man had not worked at trying to make the crab apple better. 5. Apples have been cultivated for only a few years. (True: 1, 2, 3, 4.)

2. *Reading for details* (Using page 320)

1. Were there orchard apples before there were wild crab apples? 2. Who thinks that the wild crab apple is the ancestor of the cultivated apple? 3. What did man do to the wild crab apple tree to improve it? 4. How was a larger and better apple produced from wild crab apple trees? 5. Where do apple trees grow wild now?

3. *Drawing conclusions*

Which of these statements are true?

1. Apples were used by primitive people. 2. Man has had to work hard to make our apples what they are. 3. Orchard apples are the same as crab apples. 4. Apples were cultivated by people more than 3000 years ago. 5. Apples are grown on every continent. (True: 1, 2, 4, 5.)

4. *Locating information*

Look at the picture on page 9. In which encyclopedia

would you look to try to find answers to these questions?

1. What was the Stone Age? 2. What were lake dwellings? 3. What is the origin of orchard apples? 4. What is a plant family? 5. When did the Romans rule in England?

5. *Selecting material* (Using pages 319–322)

Find the sentences or paragraphs that give answers to these questions:

1. How many kinds of apples are there? 2. Does the apple belong to the lily family? 3. How long have apples been cultivated? 4. Do apple trees grow wild in Germany? 5. Do we have more different varieties of apples than the ancient Romans did?

6. *Organizing ideas* (Using page 321)

Give pupils this title for an outline — How We Know Apples Were Cultivated Long Ago. Have them read *Don's Report*, and complete this outline:

How We Know Apples Were Cultivated Long Ago

I. Remains of apples found in ancient lake dwellings
II. Pictures of apples were carved by Stone Age men
III.
IV.
V.
VI.

7. *Remembering ideas*

Suppose you were making a map of the United States showing apple-growing regions in this country. Find the paragraphs in the stories that tell ideas you would need to remember.

JOHNNY APPLESEED

pages 327-329

Discuss the title of the poem. The following questions may help:

1. Do you suppose the man's last name is a nickname? 2. Why do you think anyone would be nicknamed "appleseed"? 3. Look at the picture on page 328. What do you think the man is doing? 4. Why would anyone scatter apple seeds over the country?

The poem may be read orally by the teacher, by individual pupils, or by the class in concert. Give pupils opportunity to raise questions and to make comments subsequent to the reading, but do not quiz. The following questions may be stimulating:

1. Why do you think Johnny Appleseed scattered seeds in so many parts of the country? 2. Why was it a good thing for him to do? 3. Do you think he had lost his mind?

THE STORY OF JOHNNY APPLESEED

pages 330-342

A. Introducing the Story

Raise the following questions:

1. What kind of adventures do you think Johnny Appleseed had when he took his trips into the new country? 2. What dangers would he face? 3. How would he travel?

B. Introductory Reading of the Story

This story should be broken into three parts as indicated in the text. The reading of Part I, pages 330–335, may be done silently. The following purpose is suitable: *What made Johnny decide that he would have to scatter apple seeds in the new country?*

The following questions may be used for discussion subsequent to the reading:

Page 330. 1. In what three ways did boys and girls travel long ago? 2. How do you suppose most people traveled from the east into the new Ohio country?

Pages 331-332. 1. How did Johnny Appleseed happen to meet so many of the travelers? 2. In what ways did Johnny help the pioneers?

Page 333. 1. Why did Johnny give the pioneers bags of apple seeds? 2. Why did he want them to grow apple trees? 3. Why did he not give them young apple trees?

Page 334. 1. How did the letters that the pioneers from the West sent to Johnny get to him? 2. What things happened to the seeds that Johnny gave to the pioneers? 3. What did Johnny decide would have to be done if apple orchards were planted in the new country? 4. At what time of the year do you think he was ready to start to Ohio?

Part II, pages 335-340

Discuss the picture on page 336. The following questions may be used:

1. How did Johnny travel to the new country? 2. Why did he not go in a covered wagon or by foot? 3. What dangers do you think he may have met on his journey? Why might the Indians be unfriendly? 4. What supplies do you think Johnny would take with him?

A suitable purpose for silent reading of this section is: *What adventures did Johnny have on his journey?* The following questions may be used for discussion:

Page 335. 1. Why was Johnny happy when he started on his journey? 2. For what purpose would he use each of the things he took with him? 3. In what ways had Johnny obtained his apple seeds?

Pages 336-337. 1. Why do you think some people thought

Johnny was crazy? 2. How do you know that the road or trail that Johnny traveled over was not good? 3. Why was it important for Johnny to keep his apple seeds dry? 4. What do you think happened to Johnny's horse?

Pages 338-340. 1. Why did Johnny decide not to go back after he had lost his horse? 2. What animals bothered Johnny at night? 3. What things did Johnny do for the wounded Indian? 4. Why do you think he built the big fire? What different food did Johnny eat during his journey? 5. Why do you think the three Indians were not unfriendly to him?

Part III, pages 340-343

Discuss the picture on page 341. Ask whether the Indians seem to be friendly to Johnny. A suitable purpose for silent reading of this part of the story is: *What did the Indians do for Johnny?*

The following questions are suitable for discussion after the section has been read:

1. How had the wounded Indian been hurt? 2. Why do you think Johnny did not want to talk with the Indians about his horse? 3. Do you think one of these Indians had stolen his horse? Why? 4. How did the Indians help Johnny to continue his journey?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. Did Johnny help to make an apple-growing region in the United States? 2. If Johnny had not done what he did, do you think apples would now be raised in Ohio and Indiana? Where can you look for this information?

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which is the best ending for each sentence?

1. Johnny Appleseed was (a thoughtful man, an enemy of Indians, a soldier). 2. Johnny wanted (to ride in a covered

wagon, to go West, to plant apple seeds). 3. The new country had (plenty of apple trees, few if any orchard apple trees, no wild crab apple trees). 4. Johnny Appleseed helped to (make a trail to the West, get cultivated apple trees started in the new country, conquer the Indians). 5. The whole story tells about (the settlers moving to Ohio, one man's adventures in the new country, the need for apples in the new country).

2. *Reading for details* (Using page 337)

1. What words tell you that Johnny did not travel over a good road? 2. What word tells you that the trees on the trail were large? 3. What did Johnny fasten around his horse's neck? 4. Where did Johnny store his seeds and tools? 5. What two things did Johnny eat for supper? 6. When did Johnny find that his horse was gone?

3. *Drawing conclusions* (Using pages 330–333)
Which statements are true?

1. There are more ways of traveling today than there were many years ago. 2. People who traveled west over a road had to go through Pittsburgh. 3. Johnny Appleseed was not a happy man. 4. Johnny had fruit and vegetables on his farm. 5. Johnny did not want to sell his farm because his cabin was so comfortable. 6. If Johnny had given the settlers little apple trees instead of seeds, he would not have needed to go to the new country to scatter apple seeds. (True: 1, 2, 3)

4. *Selecting material read*
Find the paragraphs that answer these questions best.

1. What different tools did Johnny take with him on his trip? 2. What wild animals did Johnny hear after he had lost his horse? 3. What did Johnny do for the wounded Indian? 4. What different foods did Johnny eat on his trip? 5. Did the Indians steal Johnny's horse?

5. *Organizing ideas*

Arrange the following events of the story in the order that they occurred:

1. Johnny found the wounded Indian. 2. Johnny lost his horse. 3. Johnny decided he would have to go to the new country. 4. Johnny sold his orchard. 5. The Indians gave Johnny a canoe. (Correct order: 3, 4, 2, 1, 5.)

HOW AN APPLE TREE IS MADE

pages 343-347

A. Introducing the Story

Stimulate a pre-reading discussion by means of the following questions:

1. Do you think that all the apple seeds Johnny planted grew into apple trees? Why? 2. Do you think all the trees that grew from the seeds produced good apples? Why? (No. Many trees grown from seeds do not produce good apples. Explain that many trees which now produce good apples had to be made in another way. Places where good young trees are made and carefully developed before being planted in orchards are called nurseries.)

B. Introductory Reading of the Story

Pupils may read the story silently. A satisfactory purpose is: *to discover how good apple trees are made.* The following questions may be used at the conclusion of the reading:

Page 343. 1. What kind of apple seeds had Don collected? What are they especially good for? 2. What do you think seedlings are? (Small young apple trees that have come up from the seeds.)

Page 344. 1. Do all the trees that grow from seedlings produce good apples? 2. What is done with apple seeds in a nursery? 3. For what is the nursery used?

Pages 346-347. 1. For what are the seedlings in the nursery used? 2. What is used for a new top for the seedling? (A twig with buds on it taken from a full-grown apple tree.) What is the top called? (Cion.) 3. If you wanted to make a good Jonathan apple tree, what would you use for a stock? What would you use for the top or cion? 4. What should you be careful about in fitting the two pieces together? How would you get them to hold together?

C. Using the Selection to Realize the Purpose of the Unit

Discussion: 1. If you were planning to make an orchard of apple trees that would produce good apples, would you plant seeds or grafted seedlings? Why? 2. In what way has the grafting of trees helped in the production of apples? 3. Do you think grafting has helped to make apples used more widely? Why?

Other Activities: If you live near a nursery, plan to visit it. Find out how good apple trees are made.

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which of these sentences are true?

1. The whole story tells how Winesap apple trees grow. 2. If you plant a York apple seed, the apples you will get from the tree will be as good as the apple from which the seed came. 3. When a tree is made by grafting, the kind of apples it grows will be the same as the kind that grew on the stock. 4. If you grafted a cion from a Winesap tree to the stock of a Ben Davis, the apples grown would be Winesaps. 5. If some trees were not made by grafting, our apples would not be as good as they are. (True: 4, 5.)

2. *Reading for details* (Using pages 343–344)

1. Where did Don get his bag of apple seeds? 2. What kind of seeds were they? 3. Tell one thing that Winesap apple seeds are very good for. 4. Why were the apple seeds at the nursery placed in sand? 5. How deep are apple seeds planted? 6. Where did the children go to see the grafting done?

3. *Drawing conclusions*

Which of these statements are true?

1. If Don had planted his apple seeds, all the trees that grew would have produced good apples. 2. Grafting can help to produce better and better apples. 3. In grafting, it is the stock of the tree that tells what kind of apples the tree will grow. 4. If apple trees were made only by planting seeds, apples would get poorer and poorer from year to year. 5. By grafting trees men can grow apples of fine quality. (True: 2, 4, 5.)

4. *Selecting material read*

Find the paragraphs that answer these questions best:

1. What kind of apple tree makes the best stock? 2. What is a cion? 3. What do workers in a nursery do? 4. How should the stock of a seedling and a cion be fitted together? 5. What kind of apples would you expect to get from the tree that Mr. Jones grafted for the children?

5. *Organizing ideas*

Here are the things that Mr. Jones did in grafting an apple tree. Arrange them in the order that he did them.

1. Cut a cion from one tree. 2. Selected a stock. 3. Cut a wedge at the end of the cion. 4. Fastened the stock and the cion together. 5. Fitted the stock and the cion together. 6. Cut a groove in the stock. 7. Covered the cut with wax. (Correct order: 2, 6, 1, 3, 5, 4, 7.)

6. *Remembering ideas*

Suppose that you were going to tell children in the third grade how a good apple tree is made. What things do you think you would need to remember to tell them? Find the paragraphs that have in them the things you should remember.

V. Suggested Activities for the Unit as a Whole

1. Make a list of the different things that are done in producing good apples.

2. Find out how some of the simpler apple products are made, such as cider, vinegar, applesauce, dried apples. If advisable, have pupils make some of these products.

3. Make a portfolio or record book of apples. Include appropriate pictures and information collected.

4. Plan to have an apple fair as the children in the unit had.

5. If there is a nursery in your town, visit it to see how an apple tree is grown. If not, perhaps the science teacher could show how the grafting is done.

6. Plan for individual reports on interesting things about other fruits such as oranges, peaches, grapes. Comparisons with what is known about apples may be made at appropriate points.

7. Collect stories about apples. Make a list of these stories or books and place it on the bulletin board.

8. Make an outline of the United States showing the regions in which large numbers of apples are grown.

VI. A Written Test on Basal Concepts

1. Name three products made from apples.
2. For what are apple products used?
3. Draw an apple to show the size of a large apple.
4. Draw an apple to show the size of a small apple.
5. Name two things that make an apple of good quality different from an apple of poor quality.
6. Name four common kinds, or varieties, of apples.
7. Give two ways of telling a Delicious apple from a Jonathan apple.
8. Is an apple-growing region smaller or larger than a city block? Must it be as large as the state in which you live?
9. Name three apple-growing regions in the United States.
10. Name two pieces of machinery used in cultivating an orchard.
11. Tell two reasons why an orchard must be cultivated.

12. Tell one reason why apple trees are sprayed.
13. Are the trees sprayed before or after the fruit is grown?
14. What apples are handled roughly?
15. What apples are handled carefully?
16. Do machines sort apples according to size or according to quality?
17. Are apples packed by machines or by people?

UNIT SIX

TAMING A WESTERN RIVER

I. Purpose of the Unit

To help children understand how and why rivers are made to work for man's benefit, and to stimulate an interest in reading about engineering achievements.

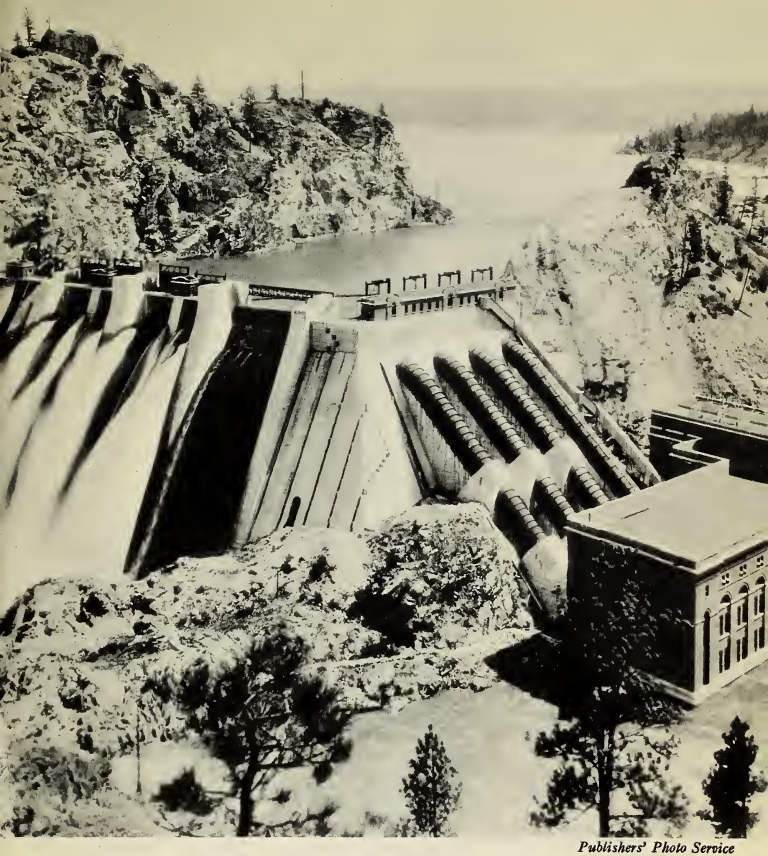
II. Preparation for Reading the Unit

(*The Reading-Readiness Approach*)

A. Basal Concepts to be Developed

These concepts are developed through the use of the pictures and informal discussion before the unit is read.

1. How rivers are tamed
2. What the Colorado River Basin is
3. What a dam and power house are
4. How water power can be used to produce electricity
5. How dams help prevent floods
6. How water is moved from rivers and reservoirs to the places where it is used for irrigation, drinking, etc.
7. Modern method of carrying water over mountains and valleys
8. How and why fields and orchards are irrigated
9. Irrigation canals with dirt walls
10. Concrete irrigation canals
11. How water is turned into a canal from a river or reservoir
12. How water is taken from rivers or reservoirs to irrigate lands that are at a lower level
13. Old method of lifting water from river to irrigate higher land near it
14. What a wild river is
15. What a calm river is

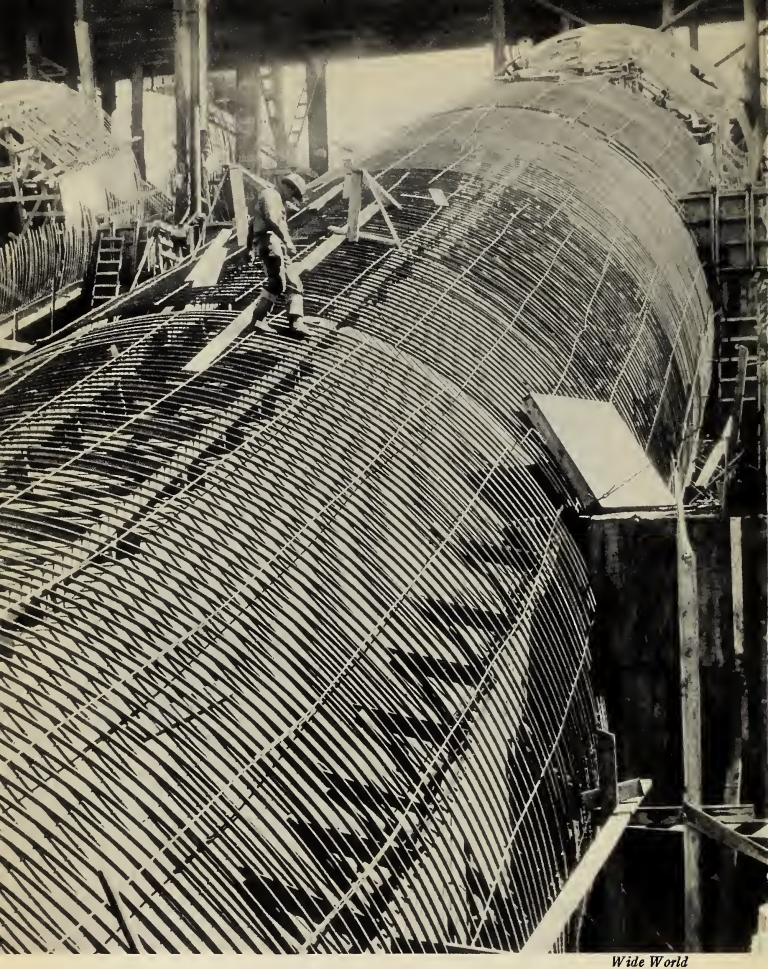


Publishers' Photo Service

1. *A dam and a power house on a wild western river.*

The water from the river turns large water wheels in the power house to make electricity.

How is the water taken from the river into the power house? Can you see what becomes of the water after it leaves the power house?



Wide World

2. *Building a large concrete tube to carry water.*

A five-lane highway could be built in this tube. Can any of you tell how this tube will be finished?

Snider-Triangle

3. *A large concrete tube which carries water hundreds of miles from the Colorado River to the cities in southern California.*

Where does the water come from that you drink? Why do you think it is necessary for some cities to get their water supply from such faraway places?

Ewing Galloway

4. *A field of cabbage being irrigated or watered.*

5. *An orange orchard being irrigated.*

Keystone

In parts of our country where there is little rainfall, growing plants have to be watered, or irrigated. How do you suppose the water is brought from rivers or lakes to these fields?

Wide World

6. *An irrigation canal with dirt walls. This canal carries water from the Colorado River to dry lands.*

Triangle Photo Service

7. *A concrete irrigation canal carrying water along mountain sides to irrigate fields far away.*

How do you suppose the water in this canal is taken out of the river? (See next page.)

Authenticated News

8. *A modern method of taking water out of a river.*

Water from the lake will flow into the canal. No pumping or lifting is necessary. The canal will carry the water to irrigate faraway fields. Is this method of taking water out of a lake or river better than those shown on the next page? Which of the three methods would you call primitive? Why?

Publishers' Photo Service

9. *An irrigation wheel in Egypt.*

10. *Working an irrigation wheel on a rice field in Japan.*

Authenticated News

Both of these methods are still in use. In what ways is the water lifted up and poured into a ditch or canal in these two pictures?

Which of the three methods is best for irrigating large fields? Why?

Clyde Eddy, from Ewing Galloway

11. *The Colorado, a wild western river.*

Ewing Galloway

12. *The lower Mississippi, a broad calm river.*

On which of these two rivers should you like to go canoeing? Why?

B. Oral Vocabulary to be Used and Understood During the Discussion

river basin	electricity	rice field
water wheel	conduit	wild river
Colorado River	concrete	calm river
dam	Southern California	flood
power house	orange orchard	overflow
reservoir	cabbage field	water turbines
penstock	electric generators	canoe
valves	irrigate	engineers
water gate	irrigation	geared

C. Suggested Questions for Discussion

Introductory Discussion

1. What is the title of this unit? (See title page.) 2. What does the picture show? (A wild river running through a deep and narrow canyon.) 3. What wild river have you seen? What large calm river have you seen? How do they look? How are they different? (If pupils cannot answer, show Pictures Nos. 11 and 12.) 4. What do you think is meant by "taming" a river? (Keeping it from causing floods, using it for watering or irrigating farm lands, for making electric power, and for furnishing drinking water for cities.) 5. Do you know of a great river that has caused a flood? (If pupils cannot answer, teacher may tell of floods caused by the Mississippi, the Ohio, the Cumberland and other rivers.) 6. What damage do floods do? (Loss of life, homes, crops.) 7. Do you know a factory or an electric light plant that gets its power from a river? 8. Do you know what can be done to keep a river from causing floods? (This unit will tell you.) 9. Do you know how a river can be used to water or irrigate dry farm lands? (This unit will tell you.) 10. Do you know how a river can be made to furnish power for making electricity? (This unit will tell you.) 11. Do you know how a river can be made to furnish drinking water for cities far away? (This unit will tell you.)

Page 350. 1. What do you know about the Colorado River? (Use map, page 350. The Colorado River is the longest river in the

United States that flows into the Pacific Ocean. It is about 1400 miles long. Its drainage basin of 250,000 square miles includes parts of Wyoming, Utah, Colorado, New Mexico, Arizona, Nevada and California. All of the Colorado River basin has a climate that is suitable for growing farm crops and much of the soil is rich, but less than ten inches of rain falls here each year. Only water for irrigation is needed to make possible the growing of farm crops on the rich soil.) 2. Do you know of other places in the United States where the soil is good and where the climate is suitable, but where there is not enough rainfall for the growing of crops? (Large areas in the western part of the United States have less than ten inches of rainfall each year. Farm crops require from twenty to forty inches to grow well.) 3. What must farmers do who raise crops in dry areas? (Water or irrigate the fields.)

Picture No. 1. A dam and a power house on a wild western river.

1. In the picture where is the dam? (Left middle ground.) 2. What was done to make the dam stronger at the bottom where the pressure of the water is greatest? (Wall was made thicker.) 3. Where is the power house? (Right foreground.) 4. Why is this house called a power house? (Big water wheels called turbines are turned by the power of falling water in this house. Water power is changed into electric power here.) 5. Where does the falling water come from? (From the reservoir behind the dam. See background of picture.) 6. How is the water taken from the river (reservoir) into the power house? (Through the four long sloping pipes that reach from the top of the dam to the floor of the power house.) 7. Do you know what the sloping pipes are called? (Penstocks, or penstock tubes.) 8. What machines will the water turbines turn? (Electric generators — machines that make electric currents.) 9. Can you see what becomes of the water after it leaves the power house? (Water all around power house flows back into the river below the dam.) 10. What can the electric current made by the generators be used for? (To run factories, light cities, operate radios, electric sweepers, washing machines, etc.)

Picture No. 2. Building a large concrete tube to carry water.

1. What will the tube, or conduit, be used for? (For carrying water from a river or reservoir to cities and dry farms.) 2. What is the conduit made of? (Concrete. Steel rods are put inside the concrete to give the conduit greater strength. Long wires are used to hold the rods in place as the concrete is poured around them.) 3. How wide is a five-lane highway? (About 55 feet.) 4. What will be put on this tube to finish it? (Concrete. See Picture No. 3.)

Picture No. 3. A large concrete tube which carries water hundreds of miles from the Colorado River to cities in Southern California.

1. Do you think this concrete tube once looked like the one shown in Picture No. 2? (Yes, when this tube was being made.) 2. How far will water be carried from the Colorado River to the cities in Southern California? (About 240 miles.) 3. How many cities will get this water? (Thirteen. Los Angeles, Long Beach, Pasadena, Santa Monica, Beverly Hills, Compton, Fullerton, Glendale, San Marino, Forrence, Anaheim, Burbank, and Santa Ana.) 4. Do you suppose that tubes like this have to be used all the way from the Colorado River to the cities of Southern California? (No. Tubes are used only to carry the water up mountain sides and across valleys. Open canals are used in other places.) 5. How can the water be made to run through the tubes over hills and mountains? (Pumps force the water through the tubes. The pumps are driven by electricity. The electricity is made by machines which are turned by falling water from a dam built across the Colorado River.)

6. Where does the water come from that you drink? 7. Why do you think it is necessary for some cities to get their water supply from such far-away places? (Some cities use a very large amount of water every day. Often cities cannot find enough water near-by which is suitable for use. The cities of Southern California are good examples of cities that could not find enough water near them.)

Picture No. 4. A field of cabbage being irrigated or watered.

1. Can you see the water in the field? Where is it? (In small

ditches between the rows of growing plants.) The cabbage plants are on ridges that are about 18 inches apart. 2. How could a field that has no ridges be irrigated? (By flooding it all over. That is done with fields of grain like wheat and oats.) 3. How does water help plants grow? (It sinks into the soil where the roots of the cabbage plants are and dissolves some of the plant food in the soil. The roots of the plants then absorb, or soak up the water, and plant food. The plants use the food in making for themselves new roots, stems and leaves.)

Picture No. 5. An orange orchard being irrigated.

1. What kind of irrigated orchards have you learned something about in this book? (Apple orchards. King of Fruits unit.) 2. What was done to the soil between the rows of trees just before irrigation? (It was cultivated.) 3. Do you remember the reasons why apple orchards are cultivated? (Give pupils opportunity to recall the reasons for cultivation that were given when they studied Picture No. 3, King of Fruits unit.) 4. Do you think the water can sink through loose soil to the roots of the trees easier than it can sink through hard unplowed soil? (It is much easier to reach the roots through loose soil.) 5. How do you suppose the water is brought from rivers or reservoirs to these fields? (Water is brought to the fields in small canals which are the branches of a larger canal. The small canals are dug along the highest ground in the fields. Openings with gates are made in the sides, or walls, of the small canals. When the gates are opened the water runs out into smaller ditches and from them into the fields.)

Picture No. 6. An irrigation canal with dirt walls. This canal was dug to carry water from the Colorado River to dry lands.

1. In what way that you have learned about in this unit is water carried part of the distance between the Colorado River and cities of Southern California? (By large concrete tubes or conduits.) 2. In what places are conduits used? (Up or along mountain sides and across valleys.) 3. In what kind of country do you suppose open canals are used? (Open canals carry water

along where the ground is nearly level. Fifty-six miles of open canals are linked with conduits to carry water to dry lands and to cities of Southern California.)

Picture No. 7. A concrete irrigation canal carrying water along mountain sides to irrigate fields far away.

1. Why do you suppose this canal is made of concrete? (The soil here is probably too rocky, too porous, or too uneven to dig a big trench for a dirt canal.) 2. Do you think that the land to be irrigated by this canal is down the river or up the river? (In some valleys down the river. The water is carried down by the canal so that it will not have to be pumped up out of the river at the fields.) 3. How do you suppose the water in this canal is taken out of the river? (See next page.)

Picture No. 8. The modern method of taking water out of a river.

1. Do you see the dam in the picture? What has it done to the water in the river? (Held it back, made it spread out, forming a lake.) 2. Do you know how the water will get from the lake into the fields that it is to irrigate? (The bottom of the canal is lower than the top of the water behind the dam. In the dam there is a gate which can be opened to let the water run into the canal. When the water is in the canal, it will flow down to the fields in the valley that are to be irrigated.) 3. Why is it necessary to build dams like this for irrigation? (To raise the level of the water in the river so that it will run out into the canal without having to be pumped or lifted out by a water wheel. Another reason is to be sure to have plenty of water when dry weather comes and the river might not have much water in it.)

Picture No. 9. An irrigation wheel in Egypt.

1. Do you understand how this irrigation wheel works? (There are really two wheels. Their rims work together with wooden pegs that act as cogs. A camel is hitched to one wheel. As the animal walks in a circle, both wheels turn. Water jars are fastened to the rim of one wheel. As the upright wheel turns the water jars fastened to the rim dip down into the stream and are

filled with water. Then they are lifted upward and emptied into a canal. The canal then carries the water to a field where plants are grown.)

Picture No. 10. Working an irrigation wheel on a rice field in Japan.

1. Do you understand how this irrigation wheel works? (The Japanese farmer turns the irrigation wheel with his feet by stepping from one paddle to the next. As the wheel turns the paddles sweep the water from a stream into a canal that carries the water to rice fields. The workman supports a part of his weight on a long staff so that he may control the speed of the turning wheel.) 2. Do you think the modern method of taking water out of a river, shown in Picture No. 8, is better than the methods shown in Pictures Nos. 9 and 10? 3. Which of the three methods would you call primitive? 4. Which method uses man power? (Picture No. 10.) 5. Which uses animal power? (Picture No. 9.) 6. What kind of power will make the water leave the river and enter the canal shown in Picture No. 8? (The power that causes water to flow down hill.) 7. Which of the three methods is better for irrigating large fields? Why? (Picture No. 8. More water provided.)

Picture No. 11. The Colorado, a wild western river.

1. Do you think the Colorado is a wild river? Why? (The water flows very rapidly. The water is very rough.) 2. Can you see two people in a boat on the river? (Middle ground.) 3. Are they having trouble? (Yes. The wild river makes it hard for them to keep the boat from upsetting.) 4. Might the people be in danger of losing their lives if the boat were to turn over? (Yes. They might drown, or be dashed to death against large rocks in the stream.) 5. Have you read stories in newspapers about people who went down this river in small boats? Tell about them.

Picture No. 12. The lower Mississippi, a broad, calm river.

1. Why do you think the Mississippi is a calmer river than the Colorado? (Mississippi flows more slowly. Water is smoother.)

2. On which of these two rivers would you like to go canoeing? Why? 3. On which river could large steamboats travel? Why? 4. Which river has higher banks? (Colorado. At one place in Arizona — the Grand Canyon — the banks are more than a mile high.)

5. What would happen if a tall dam were built across the lower Mississippi? (The lower Mississippi has very low banks. If water were held back by a dam, it would soon overflow the low banks and flood land along the sides of the river.) 6. Why did engineers think that a dam could tame the Colorado? (They knew that a tall dam built across the Colorado at a place where the banks were high would hold back the flood waters that came down from the mountains.) 7. Do you think that such a dam would stop the river from overflowing its low banks farther downstream in California? (Yes. Engineers had learned that the river overflowed its banks only for a few days during the year. At other times there was not much water in the stream. A dam would hold the flood waters back. Later, some of the water could be let out through the huge gates in the dam at times when the water in the river was low.) 8. Besides preventing floods, what other good did engineers believe that a dam across the Colorado River would do? (Store water for irrigating rich dry lands; for use in cities; and for making electric current to do work.) 9. Do you think it was a hard job to build a dam across the wild Colorado? Why? 10. Do you know how the dam was built? (This unit will tell you.)

D. Suggested Group Activities for Optional Use

1. Locate on a map of the United States other western rivers that flow into the Pacific Ocean and compare their size and length with the Colorado River.

2. Pupils may make a list of other great things engineers have done that they wish to know about. They may use the following suggestions to start the list:

1. Panama Canal
2. Golden Gate Bridge at San Francisco
3. Empire State Building in New York

3. Pupils may make a list of the different kinds of work that electricity does.

4. Find out why most of the basin of the Colorado River receives less than an average of ten inches of rainfall each year. Pupils may start by studying the influence that the Sierra Nevada Mountains have on this area.

III. Adaptability of Selections in the Unit for Use in the Development of Important Reading Habits and Skills

A. Order of Selections in the Unit

1. Exploring a Wild River, pages 351–378
2. Making Farms and Gardens in the Desert, pages 381–406
3. Putting the Wild River to Work, pages 409–429

B. Classification of Selections

The following chart indicates which selections are best suited for use in developing a given reading habit or skill:

Reading Habits and Skills	Selections		
	1	2	3
1. Getting the main ideas	x	x	x
2. Reading for details	x	x	x
3. Drawing conclusions	x	x	x
4. Locating information	x	x	x
5. Selecting material read	x	x	x
6. Organizing ideas	x	x	x
7. Remembering ideas	x	x	x
8. Oral reading			

IV. Teaching the Individual Selections

I. EXPLORING A WILD RIVER

pages 351-379

A. Introducing the Story

This story may be introduced by a brief discussion centering upon questions such as the following:

1. Look at Pictures Nos. 11 and 12. Do you think it would be easier to explore a large calm river than a wild river? Why? 2. What dangers do you think a person would meet in exploring a wild river? What might happen to his boat? Where could he camp at night? 3. Why do you think anyone would want to explore a wild river?

B. Introductory Reading of the Story

Because of the length of this selection, the reading of it probably should be done in four parts.

THE DRAGON RIVER

pages 351-355

This section may be read silently. Suitable purposes are: 1. *In what ways is the Colorado River a wild river?* 2. *Why did men not explore the Colorado River for so many years?*

The following questions may be used for discussion subsequent to the reading:

Page 351. 1. What was the Indian talking about? 2. How do you think he felt about the Colorado River? 3. Why have people always liked rivers? 4. Why have people built their homes near rivers?

Pages 352-353. 1. In what three ways have rivers been of help to man? 2. Why was the Colorado River useless to man for so long a time? 3. Why did people not build homes in the moun-

tains near the river? Why was a mill not built near it in the mountains?

Pages 354-355. 1. Why did people not build homes near the river where it flowed through level country? 2. What white men explored part of the river hundreds of years ago? What part did they explore? 3. What are stories in this unit going to tell you?

MAJOR POWELL
pages 356-358

A suitable purpose for pages 356–362 is: *What dangers did the explorers meet on the first part of their trip?*

The following questions are suggested for discussion subsequent to the reading:

Pages 356-357. 1. Who was John Powell? What did he want to do? 2. Why do you think Major Powell planned to make maps and records of the dangerous parts of the Colorado River? 3. What part of the river did Major Powell see first? Try to find it on a map of the United States. 4. Why do you think Major Powell spent so much time exploring the Green River? 5. Why do you think he had boats built that were strong? 6. Why do you think he planned to have the smallest boat lead the way down the Colorado?

Page 358. How do you think the people in Green River felt about Major Powell and his men exploring the river?

STARTING THE VOYAGE
pages 359-362

Page 359. 1. Why do you think the explorers started in May? 2. How did the men feel about the trip? 3. What accidents happened the first day?

Page 361. 1. How did the leader know the boats were approaching a falls? 2. How did the men get the boats over the falls?

Page 362. 1. Where did the men camp for the first night?

2. Do you think they had been through the worst part of the river?

A BOAT WRECK

pages 362-368

A suitable purpose is: *What new adventures did the explorers meet during the next two months?*

The following questions may be used for discussion when the reading is completed:

Page 363. 1. What do you think rapids are? How did Major Powell know that they were approaching rapids? 2. How was the *No Name* wrecked?

Pages 364-365. 1. How did the three men get out of the water? 2. How did they get to shore?

NEW DISCOVERIES AND DANGERS

pages 365-368

Page 365. 1. What did the men find in the sand that night at camp? How do you think these things got there? 2. Why do you think the bushes were so dry that they caught fire?

Pages 366-367. 1. What valuable articles were lost at the time of the fire? 2. How long had it taken the men to travel down the Green River to the Colorado River? How high were the canyon walls where the two rivers met? 3. Why do you think the men did not want to turn back? 4. Where was the party on July 21st? 5. What happened when the *Emma Dean* turned over? 6. How wide were the river banks now? 7. What do you think Cataract Canyon must be like? Do you think it took the men a long time to get through this canyon? Why? 8. How do you think it would feel to be in a boat on a wild river with a canyon wall on each side of the river 3000 feet high?

Page 368. 1. Why was traveling particularly difficult on this part of the river? 2. In what ways was Glenn Canyon different from Cataract Canyon?

THE GRAND CANYON

pages 369-372

A suitable purpose for silent reading is: *How long did it take Major Powell and his men to make the whole trip?*

The following questions are suggested for discussion:

Page 369. Why was the Grand Canyon likely to be a very difficult part of the trip?

Pages 370-371. 1. How do you think the men felt as they entered the Grand Canyon? 2. What part of the Grand Canyon was particularly dangerous? Why?

Page 372. Why could the men not turn back when they were once in Granite Gorge? Why did they have to go on through?

AN UNHAPPY PARTING

pages 373-375

Pages 373-375. 1. Why do you think some of the men wanted to leave the river? What did they plan to do? 2. Why did the other men think their plan was not good? Which plan do you think was best? Why?

THE END OF THE VOYAGE

pages 376-379

Pages 376-377. 1. When did the men come out of the canyon? 2. Whom did they meet?

Page 378. 1. How were the men treated in the settlement? 2. What became of the three men who had left the river?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. In what way do you think Major Powell's exploring of the Colorado helped to make it possible to tame this river? 2. Would you call Major Powell's work a worthy adventure or achievement? Why?

Other Activities: 1. On a map trace the route of Major Powell's trip from Green River, Wyoming, to the place where you think he stopped. 2. Try to find out what other people have gone down the Colorado River in a boat. Why do you think they did it?

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas* (Using pages 351–355)

Which of these sentences are not true?

1. People have not been able to make use of most rivers. 2. The Colorado River is a large calm river. 3. The Colorado River could not be used for general travel. 4. In many places the banks of the Colorado River were not good places to build homes. 5. The Colorado River was not large enough to use in running mills and factories. 6. People could not live in that part of the country where the Colorado River flowed across the level land. 7. Very few people have gone down the Colorado River. 8. White men explored the Colorado River every year for hundreds of years. 9. No one thought that the Colorado River could be used to irrigate land to make good farm land. 10. Some people thought the river could be used to make electric power. (True: 3, 4, 6, 7, 10.)

2. *Reading for details* (Using pages 356–357)

1. When did Major Powell come to the West? 2. What parts of the Colorado River did Major Powell want to explore? 3. What part of the Colorado River did Major Powell see first? 4. In what state did he see it? 5. How long did he study the Green River? 6. Why did he go back home in the fall? 7. When did Major Powell come back to the Green River? 8. Where did Major Powell have his boats built? 9. How long were the big boats? 10. What was the name of the small boat?

3. *Drawing conclusions*

Which of these sentences are true?

1. One of the three large boats must have carried three members of the party. 2. The people who lived in the village of Green River probably did not expect the men to be successful in their trip. 3. Major Powell and his men knew about all the dangers they would meet. 4. The current of the Green River in a canyon was not as strong as it was in open or level country. 5. If the men had gone over the falls in the boats, the boats

probably would have been smashed on the rocks at the bottom of the falls. 6. The men carried their food and guns below the falls instead of leaving them in the boats, because they were afraid they would be lost in the water. 7. The men were not able to carry the boats below the falls because the river had no banks. 8. There was a good camping place at the bottom of the falls. 9. It was easier to find a camping place in the canyon than in the open country. 10. For the first five days most of the trip had been through a canyon. (True: 1, 2, 5, 6.)

4. *Locating information*

Here is part of the index of a book:

> Colorado River, branches of, 101; explorations of, 102–103; length, 101; mouth, 101; nature of, 104–105; as possible source of power, 105; source, 101; used for irrigation, 105.

On what pages in the book would you look for answers to these questions?

1. Has the Colorado River been used to supply water for farms? 2. How long is the Colorado River? 3. Through what kind of country does the Colorado River flow? 4. What are the branches of the Colorado River? 5. Who has explored the Colorado River? 6. Is the Colorado River used to run mills and factories? 7. Through what states does the Colorado River flow?

5. *Selecting material read*

Find the paragraphs that answer these questions:

1. How did the men get their boats over waterfalls? 2. What different canyons did the party travel through? 3. Where were boats wrecked or capsized? 4. At what different places did the men camp at night? 5. Did the men become discouraged?

6. *Organizing ideas* (Using pages 351–352)

The last paragraph on page 351 tells three reasons why people have built homes near rivers. Have pupils fill in this skeleton outline from reading this paragraph.

WHY PEOPLE HAVE BUILT HOMES NEAR RIVERS

I. Found rich farm land in the valleys
II.
III.

The first paragraph on page 353 tells three ways in which people have used rivers. Have pupils fill in this skeleton outline from reading this paragraph.

WAYS IN WHICH PEOPLE HAVE USED RIVERS

I. To water farm crops and gardens
II.
III.

7. *Remembering ideas*

Suppose you wanted to tell all of the different dangers that Major Powell and his men met on their trip. Find the paragraphs that tell what these different things were.

II. MAKING FARMS AND GARDENS IN THE DESERT

A. Introducing the Story

This story may be introduced by discussion of questions stimulated by the pictures on page 380. The following questions are suggested:

1. Look at the picture at the top of page 380. Do you think this land is good farm land? How can you tell? 2. Look at the lower picture. Do you think this land is good farm land? How can you tell? 3. In which place would you rather live? Why? 4. The land in the lower picture is the same as that in the upper picture. What has made the change in it? (Irrigation.) 5. What do you think would have to be done to dry land of good soil to make it good farm land? (Irrigate it.) 6. How do you think the Colorado River was first made to supply water for dry farm land?

B. Introductory Reading of the Story

The reading of this selection should be done in five parts as indicated in the text.

NEW SETTLERS IN THE VALLEY
pages 381-384

A suitable purpose for silent reading of this section is: *In what kind of country were Tom Martin and his family going to live?*

The following questions may be used for discussion subsequent to the reading:

Page 381. 1. Where is Imperial Valley? (Use map, page 350.) What kind of country was it in 1902? 2. Why do you think Susan wanted to go back home? 3. What was Tom wondering about?

Pages 382-383. 1. In 1902 how was the land watered in the Imperial Valley? 2. How did the land near the ditches look different from the land where there were no ditches? 3. Who met the Martins at the train?

Page 384. 1. What crops grew near the irrigation ditches? 2. Where did the water in the ditches come from? 3. Who was Mr. Douglass?

THE STORY OF THE SALTON SEA
pages 385-390

A good purpose for silent reading of this section is: *How did the Imperial Valley come to have such rich soil?*

The following questions may be used for discussion:

Page 385. 1. Where is the Gulf of California? (Use map on page 350, or other suitable map.) 2. Where did the Colorado River pick up the dirt and rock it carried along with it?

Pages 386-387. 1. Where did the river dump its load of sand and rock? 2. How long did it keep on doing this? 3. What did it finally build across the gulf? What did this do to the Gulf?

4. What was made on the west side of the ridge? How large was this lake? 5. Why did the lake finally dry up? Why do you think the river no longer flowed into the lake?

Pages 388-389. 1. How did the Salton Sink become a fresh water lake? 2. What happened to the soil in the Salton Sink each time it was flooded by the Colorado River? 3. What new name was given to the Salton Sink? 4. What did Mr. Douglass tell Tom that the engineers were doing in the Imperial Valley?

Page 390. 1. How was the water brought to the farms from the Colorado River? 2. Why were the canal gates built?

WORK FOR THE ENGINEERS

pages 391-394

The third part of the story begins on page 391 and ends on page 394. This material may be read silently. A suitable purpose is: *What kind of work did Tom do on the farm?*

The following questions are suggested for discussion:

Page 391. 1. What kind of house had the Martins built? 2. How had Mrs. Martin made their home more attractive? 3. What crops were they raising? 4. Why had the first year been hard?

Pages 392-393. 1. What trouble arose during the second summer? 2. What work did Tom have to do? What caused the trouble? 3. What were the engineers doing to stop the trouble? 4. What was Tom afraid of?

Page 394. Was the trouble stopped? How do you know?

DANGERS FROM THE RIVER FLOODS

pages 395-402

The fourth section of the story begins on page 395 and ends on page 402. This material should be read silently. A suitable purpose is: *What did the people do to try to stop the Colorado River from flooding the Imperial Valley?*

The following questions are suggested for discussion:

Page 395. 1. What do you think caused a flood to come down the Colorado River? 2. What did it do to the walls of the new irrigation canal? 3. In what way was the Imperial Valley in danger?

Pages 396-397. 1. Why were the farmers being warned? 2. For what work were men needed? How did they try to keep the water from overflowing into the valley? What materials did they use? 3. What work did Tom do?

Pages 398-399. 1. Why do you think Mr. Douglass told Tom to do what he did? 2. How long did the men work on the dam before the third flood came? 3. What happened when the third flood came? 4. How did the railroad company help? Why do you think they helped? 5. What did the engineers do this time to build a dam?

Page 410. 1. Did the new dam hold against the fourth flood? What damage did this flood do? 2. Why do you think the Martin farm was saved? 3. What new danger did the flood bring?

SAVING THE VALLEY

pages 402-407

A suitable purpose for silent reading is: *How was the valley finally saved from the floods?*

The following questions may be used subsequent to the reading:

Pages 402-403. 1. Why did the engineers plan to build a railroad trestle? 2. Who came to help do the work? 3. Where did Mr. Douglass decide to get rock for making the dam?

Pages 404-405. 1. How was the rock taken from the mountain sides? 2. Was the work of building the dam finished when all the rocks had been dumped into the river? What else had to be done? Why? 3. What work did Tom do? 4. Why was the new dam a success?

Page 406. What reward did Tom get? What did he do with it?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. In what way was the Colorado River made to work for the benefit of people who lived in the Imperial Valley?

Can you see any way in which this using of the river benefited people who lived in other parts of our country? 2. In what other way did the engineers and other people tame the Colorado River?

Other Activities: 1. Find out what the Imperial Valley is like today. What crops are raised there? What is the climate like? Collect pictures of farms in the valley. 2. Find out about other sections of the United States where dry farm land is irrigated. Where does the water come from? Start with eastern Colorado.

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas* (Using pages 381–390)

Choose the best ending for each sentence:

1. The Imperial Valley is a country that is (hot and dry, well watered by rain, always flooded). 2. Crops in the Imperial Valley are watered mostly by (rains, river water, heavy snows). 3. The thing that the Imperial Valley lacks to be good natural farm land is (enough rainfall, enough warm weather, good soil). 4. Irrigation started in the Imperial Valley (when the Martins got there, in 1902, before the Martins had arrived). 5. The Imperial Valley is irrigated by water from (the Pacific Ocean, the Colorado River, the Gulf of California). 6. The Imperial Valley was once (part of the floor of the Gulf of California, the bed of the Colorado River, the bed of Great Salt Lake). 7. The Imperial Valley was made by (engineers, the Colorado River, the Salton Sea). 8. The Salton Sea dried up because (it had no outlet, there was so little rain, it became salty). 9. At one time the Salton Sink became (a fresh water lake, the Great Salt Lake, the Gulf of California). 10. The rich soil of the Imperial Valley (was brought there by the Colorado River, was the result of a forest fire, was made by irrigation).

2. *Reading for details* (Using pages 391–393)

1. Where did Tom's mother plant a flower garden? 2. What flowers did she plant? 3. Who helped Tom's father plant his crops? 4. How many settlers came to the valley? 5. What was

the Martin house made of? 6. What happened when the water did not flow freely enough? 7. What did the crops need? 8. What did Tom have to do to the irrigation ditches? 9. Who explained what caused the trouble? 10. Why did the main canal not bring enough water to the irrigation ditches?

3. *Drawing conclusions* (Using pages 381–390)

1. Do you think the Martins had farmed in a place where there was plenty of rainfall? How do you know? 2. Do you think the Imperial Valley was a new farming country in 1902? How do you know? 3. Do you think some plants can grow in a country where there is very little rainfall? How do you know? 4. Do you think the bringing of water to the Imperial Valley made it possible to grow other plants? How do you know? 5. Do you think Mr. Douglass was interested in Tom? How do you know? 6. Why does the Colorado River carry so much sand and rock with it? 7. Could any man have lived long enough to see the whole forming of the Imperial Valley? How do you know?

4. *Locating information*

What words would you look for in the index of a book to find answers to these questions?

1. Where is *Boulder Dam*? 2. How do geologists say that the *Imperial Valley* was formed? 3. What crops are raised in the *Imperial Valley*? 4. How is the government of our country fighting *floods*? 5. What is meant by *irrigation*? 6. Where are *citrus fruits* grown? 7. In what state is the *Imperial Valley*? 8. Has a *dam* ever been built across the *Mississippi River*?

5. *Selecting material read* (Using pages 395–406)

Find the paragraphs that give the best answers to these questions:

1. What materials did the people use to build a dam? 2. How many times did the river break over the walls of the canal? 3. Who helped the people to save the valley from floods? 4. What different work did Tom do at the time of the flood? 5. What crops did the Martins raise on their farm? 6. Was the Imperial Valley actually flooded?

6. *Organizing ideas* (Using pages 385–390)

Arrange the following sentences in an order that will tell correctly the story of how Imperial Valley was made:

1. The salt water lake dried up. 2. The Colorado River filled the Salton Sink with fresh water. 3. The Colorado River cut the California Gulf in two. 4. The Salton Sea was formed. 5. The Salton Sink was formed. 6. The fresh water lake dried up. (Correct order: 3, 4, 1, 5, 2, 6)

7. *Remembering ideas*

Suppose you wanted to tell someone how the men finally built a dam that the Colorado River could not break. Find the paragraphs that tell the ideas you would need to remember for this purpose.

III. PUTTING THE WILD RIVER TO WORK

A. Introducing the Story

Raise and discuss the following questions:

1. Look at the picture on page 408. What does it show? (Boulder Dam.) 2. Where is Boulder Dam? On what river was it built? (Colorado.) 3. The dam that Tom helped to build kept the Colorado River from flooding the Imperial Valley. Why do you think Boulder Dam was built across the Colorado? 4. How long do you think it took to build the dam? How tall is it?

B. Introductory Reading of the Story

The reading of this selection should be divided into five parts.

A NEW HOME

pages 409-412

This material may be read silently. A suitable purpose is: *How large was Boulder Dam to be?*

The following questions are suggested for discussion:

Page 409. 1. What had Tom become since he helped build the dam that saved the Imperial Valley? Where did he live? What were his children's names? 2. What dam did Tom hope to help build? Where was it to be built?

Pages 410-411. 1. Who did not want to move to a place near where the dam was to be built? Why? 2. Why were the children eager to move? What had they heard about the new dam? How tall was it to be?

STARTING WORK ON BOULDER DAM

pages 413-416

Suitable purposes are: 1. *Why was Boulder Dam built?* 2. *In making Boulder Dam, why were tunnels built through the cliffs?*

Page 413. For what four reasons was Boulder Dam to be built?

Pages 414-415. 1. How long did Tom think it might take to build the dam? 2. How was the river to be kept from flooding the place where the men worked? 3. Who was Jumbo?

BORING THE TUNNELS

pages 418-420

A suitable purpose for silent reading of this material is: *How were the tunnels made?*

The following questions may be used for discussion subsequent to the reading:

Pages 416-417. 1. Why did Tom not take his family down to the river bed? 2. Where did they go to see the work being done? Why did Tom bring the field glasses? 3. Where did each of the tunnels start? Where did they end? 4. For what were the tunnels used while the dam was being built? For what were they to be used after the dam was finished?

Pages 418-419. 1. How wide were the tunnels? How tall

do you think they were? 2. Why did the drillers make holes in the rock? 3. Explain how Jumbo was used.

Page 420. 1. How was the broken rock removed from the tunnels? 2. Why were cables stretched across the river from one cliff to the other?

BUILDING MODEL DAMS

pages 421-425

A suitable purpose for silent reading is: *How did Jim and Ruth make a model of Boulder Dam?*

The following questions are suggested for discussion purposes:

Page 421. 1. Why were the coffer-dams built? 2. What did the upstream coffer-dam do? What did the down-stream coffer-dam do? 3. Why did Tom suggest that they make a model of the main dam and the coffer-dams?

Pages 422-423. 1. What was the first thing the children made for their model? What did it represent? 2. How did the children make their coffer-dams? 3. Why was Boulder Dam built in a curved shape? Of what was it built?

Pages 424-425. 1. What did the children use for the concrete pillars? 2. How did they make the tunnels?

THE DRAGON RIVER AT WORK

pages 426-429

The last part of the story should be read silently. A suitable purpose is: *For what reasons was Boulder Dam built?*

The following questions may be used for discussion:

Pages 426-427. 1. On what date was Boulder Dam dedicated? 2. How do you think Boulder Dam stops the Colorado River from causing floods? 3. What water will be used to irrigate dry farm land?

Pages 428-429. 1. For what other purposes will the water in the reservoir or lake be used? 2. What did the building of Boulder Dam cost?

C. Using the Story to Realize the Purpose of the Unit

Discussion: 1. For what reasons was the Colorado River tamed? 2. How has the taming of this wild river made life better for many people? 3. Would you say that the building of Boulder Dam was a great engineering achievment? Why?

Other Activities: 1. Make a model of Boulder Dam on the school grounds. Use enough water to see how the dam works. 2. Write to the Department of the Interior, Washington, D.C., asking for pictures and pamphlets of Boulder Dam.

D. Rereading the Story for Specific Purposes

1. *Getting the main ideas*

Which of these sentences are true?

1. Tom became an engineer. 2. Tom was one of the engineers who helped to build Boulder Dam. 3. Boulder Dam was built across the Mississippi River. 4. Boulder Dam was built between the states of Arizona and California. 5. Boulder Dam will keep the Colorado River from causing floods. 6. Boulder Dam makes it possible to use the water of the Colorado River for making electric power. 7. The Colorado River furnishes drinking water for cities in California. 8. Boulder Dam has made it possible to turn desert land into good farm land. 9. Boulder Dam was not built to help stop the Cumberland River from causing floods. 10. Boulder Dam is one of the smallest dams in the world. (True: 1, 2, 5, 6, 7, 8, 9)

2. *Reading for details* (Using pages 416–420)

1. Who was allowed to go down to the river bed? 2. What were the field glasses used for? 3. What did the two blue lines on each side of the river in Tom's drawing represent? 4. How many tunnels were built on each side of the river? 5. How many drillers could work on Jumbo at the same time? 6. What did Ruth say that Jumbo looked like? 7. How was Jumbo able to move? 8. What did the drillers do? 9. When was Jumbo rolled out of the tunnel? 10. What was used to load the broken rock on trucks?

3. *Drawing conclusions* (Using pages 426–429)

1. Do you think Jim was interested in Boulder Dam? How do you know? 2. Were many people interested in Boulder Dam? How do you know? 3. Why do people no longer need to be afraid of the Colorado River? 4. Was Boulder Dam built for more than one purpose? How do you know? 5. Does water alone turn dry land into good farm land? How do you know? 6. Does water itself make electricity? How do you know?

4. *Locating information*

Here are the titles of ten books. In which books would you expect to find something about the building of dams? (Correct: 3, 4, 5, 6, 7, 8.)

1. The Travels of Birds
2. The Mexican Twins
3. The Story of the Colorado River
4. Floods in the Mississippi Valley
5. Harnessing Water Power
6. Making Electric Power
7. Farming in the Southwest
8. Making Farms in the Dry Lands
9. Animal Life in the Rockies
10. Fishing in the South Seas

5. *Selecting material read* (Using pages 421–425)

Find the paragraphs that give the best answers to these questions:

1. What are coffer-dams? 2. Where were the coffer-dams placed? 3. Where were the tunnels placed? 4. In making their model, what did the children build first? 5. What did the children use in building their model of Boulder Dam?

6. *Organizing ideas* (Using page 428)

The first paragraph on this page tells three ways in which electric power is used. Pupils may fill in this skeleton outline:

USES OF ELECTRIC POWER

1.
2.
3.

7. *Remembering* [illegible]

Suppose you and your friends were planning to build a model of Boulder Dam. Find the paragraphs that tell the ideas you would need to remember.

V. Suggested Activities for the Unit as a Whole

1. Explore in books to discover how other important dams in the United States were made.
2. Pupils may find out how the engineering achievements given in the list they made earlier were constructed.
3. On an outline map of the United States, shade the areas that have less than an average of 20 inches of rainfall a year.
4. Visit your city water works, or in some other way find out where the drinking water comes from, and what is done to it to make it suitable for use.
5. What power is used to make electricity for your city.
6. Find out what has been done to try to keep the Mississippi River from overflowing its low banks.

VI. A Written Test on Basal Concepts

1. Write four reasons for taming a river.
2. In what ways is the Colorado River a wild river?
3. How did Major Powell help to tame the Colorado River?
4. How did the people in the Imperial Valley get water for their crops when Tom was a boy?
5. What trouble did the Colorado River cause them?
6. How is water carried from a river to cities?
7. Why is it necessary to irrigate some farms?
8. What benefit does water power bring to cities?
9. Of what use is electricity?
10. How are modern ways of irrigating better than primitive ways?
11. What other things besides the taming of rivers do engineers do?
12. What has Boulder Dam done for people who live in the Imperial Valley?

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